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ENGLISH LANGUAGE CAREER

TITLE

THE USE OF SELF-ASSESSMENT CHECKLISTS AS A TOOL TO IMPROVE THE LISTENING SKILL WITH 1ST YEAR STUDENTS OF BACHILLERATO, AT “PÍO JARAMILLO ALVARADO” EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014 – 2015.

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR

KATHERINE YESENIA PUGLLA CORAL

THESIS ADVISOR

DRA. CARMEN ENITH DÁVILA VEGA, MG. SC.

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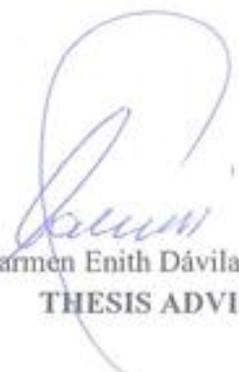
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Autora: Katherine Yesenia Puglla Coral

Firma:  _____

Cédula: 1900762681

Fecha: Marzo 30, 2016

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Firma:

Autor: Katherine Yesenia Puglla Coral

Cédula: 1900762681

Dirección: Loja, El Sagrario calles Sucre y Rocafuerte

Correo electrónico: kat_puglla@hotmail.com

Celular: 0979732739

DATOS COMPLEMENTARIOS

Directora de tesis: Dra. Carmen Enith Dávila Vega, Mg. Sc.

Tribunal de grado:

Dra. María Lorena Muñoz Vallejo, Mg. Sc.

PRESIDENTA

Lcda. Diana del Cisne González Sarango, Mg. Sc.

VOCAL 1

Dra. Carmen Aurora Ojeda Pardo, Mg. Sc.

VOCAL 2

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THE AUTHOR

DEDICATION

I want to dedicate this research work to my parents, Bolivar Puglla and Zoila Coral, because they have given me all of their support, and because they mean so much to me and without them achieving this goal would not have been possible.

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KATHERINE YESENIA

MATRIZ DE ÁMBITO GEOGRÁFICO

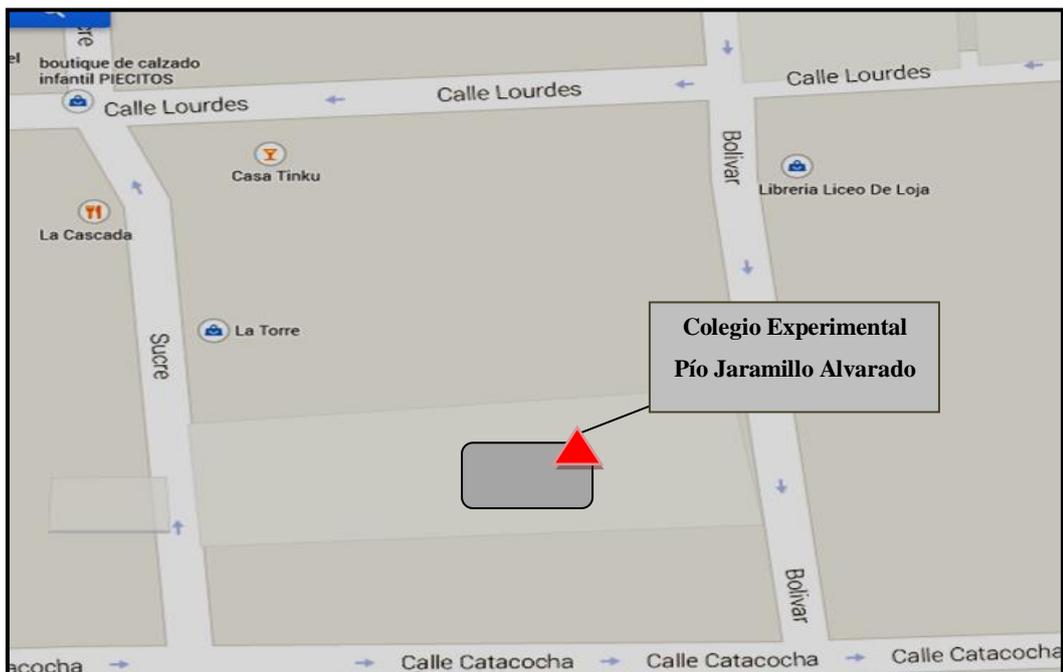
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CROQUIS DE LA INVESTIGACIÓN COLEGIO EXPERIMENTAL “PÍO JARAMILLO ALVARADO”



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a. TITLE

THE USE OF SELF-ASSESSMENT CHECKLISTS AS A TOOL TO IMPROVE THE LISTENING SKILL WITH 1ST YEAR STUDENTS OF BACHILLERATO, AT “PÍO JARAMILLO ALVARADO” EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014 – 2015.

b. RESUMEN

El objetivo principal de este trabajo de investigación fue mejorar la habilidad de escuchar de los estudiantes de 1er año de Bachillerato en el Colegio Experimental Pío Jaramillo Alvarado mediante el uso de listas de autoevaluación como estrategia en el aprendizaje del idioma Inglés. Los métodos utilizados en la investigación fueron: el método científico, analítico-sintético, descriptivo y estadístico, los cuales contribuyeron en el desarrollo de las diferentes etapas de la investigación. Para recopilar los datos, se utilizaron diferentes instrumentos tales como: hojas de observación, diarios, pruebas y cuestionarios los cuales fueron aplicados a 26 estudiantes. Los resultados indicaron que hubo un significativo mejoramiento en la destreza de escuchar en dos habilidades: en comprensión auditiva y en escuchar información específica. En conclusión, el uso de listas de autoevaluación mejoró la destreza de escuchar, les dió la oportunidad de detectar sus dificultades al escuchar y de superarlos.

ABSTRACT

The main goal of this research work was to improve the listening skills of the students of 1st year of Bachillerato at “Pío Jaramillo Alvarado” Experimental High School through the use of self-assessment checklists as a tool in the English Language Learning. The methods used in the investigation were the scientific, analytic-synthetic, descriptive and the statistical method, which contributed in the development of the different stages of this research. To collect the data, different instruments were used such as: observation sheets, field diaries, tests and questionnaires which were employed to 26 learners. The results indicated that there was a significant improvement in the students’ listening skills as both listening comprehension and listening for details. In conclusion, the use of self-assessment checklists improved the listening skill, and gave them the opportunity to detect their listening problems so they could solve them.

c. INTRODUCTION

The complexity of the listening process is magnified in teaching and learning a second language, where the students do not know vocabulary at all, and where it is difficult for them to understand words and expressions. Listening occupies a vital role in daily life due to it involves the identification of individual sounds and processing them into messages that have meaning. Listening requires greater focus and attention because it is a skill that some people need to work harder at improving than others. In the teaching and learning process of the listening students do not get 90% of what the teacher says in English because they try to understand word for word instead of listening for context. The listening skill process involves the development of different listening sub-skills which students have to improve in and outside the classroom in order to get better at it.

This research work aims to improve the listening skills of English language learners because students present a low performance of this important skill. Students could not recognize and understand the main idea as well as specific details of the recording. Their comprehension is poor because it is difficult for them to identify speech sounds and understand the syntax of sentences in which they are presented. For that, the main problem of this research work is to improve the listening skill through the use of self-assessment checklists as a tool.

The principal reason why this research work was carried out was because self-assessment checklist provides students an interesting way to assess themselves giving them the opportunity to recognize and analyze the problems they are

facing. Also, self-assessment checklist enables students to ensure that they progress effectively.

The specific objectives in carrying out this research were: to investigate the theoretical references about listening skill and self-assessment checklists, to diagnose the issues that limit the development of the listening skill, to elaborate a plan with the implementation of self-assessment checklists to improve the students' listening skills, to execute the plan using checklists as a self-assessment tool in order to solve students' problems, and to prove the effectiveness that the use of self-assessment checklists had on the students' listening through a post-test.

Four methods were used in the research: The Scientific method was used to study appropriate resources and to improve the listening skill, the Descriptive method helped to define the different phases of the research work, the Analytic-synthetic method was used to study and interpret the obtained results through the pre and post-tests and the pre and post-questionnaires, and the Statistical method helped to obtain the quantitative and qualitative analysis of the data. The application of different methods, techniques and instruments in the intervention plan helped in the development of the different stages of this research.

A total of 26 learners were administered a listening test and a questionnaire. The test was designed based on the contents that students were studying, and the questionnaire which was analyzed qualitatively included seven questions asking about the use of self-assessment checklists and the listening skill.

The present research work contains the following parts: First, the abstract, presents a brief explanation about the research, with its principal objective, the

methods used, the results and conclusions. Second, the introduction, which contains the contextualization of the research problem, the main problem, the reasons why the researcher choose it, the specific objectives, and a short description of the methodology used in the research work. Next, the literature review which is made up of the principal points of the theoretical frame. Third, the material and methods used during the research work. This part describes the design of the research, methods, techniques, instruments and procedures, tabulation, organization, description, and population. Additionally, the results contain the main resources worked through the research work and its results obtained. Moreover, the discussion includes the data gathered. It also, has the conclusions, which establishes the logical relation between the applied instruments with the objectives defined in the research work. Finally, it concludes with the recommendations, which contain the main suggestions based on a critical analysis of each conclusion.

d. LITERATURE REVIEW

Listening

Definition

Listening acquisition is a process that implies receiving language through the ears. It involves identifying individual sounds (letters, stress, rhythm and pauses) and processing them into messages that mean something to people. Listening not only helps to understand what people are saying. It also helps to speak clearly, to learn how to pronounce words properly, and to place stress and intonation in words and sentences. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty in concentrating are typically poor listeners. English Club, (2014)

Rost, (2002) defines Listening, in its broadest sense, as a process of receiving what the speaker actually says. Listening implies constructing and representing meaning, negotiating meaning with the speaker and responding, creating meaning through involvement, imagination, and empathy. He also argues that Listening is a complex active process of interpretation in that listeners match what they hear with what they already know. People spend much more of their time listening than speaking, reading and writing, and yet they remember relatively little of what they hear.

Based on the information previously described, Listening is a complex process which involves the identification of sounds (letters, stress, rhythm and pauses) that requires focus and attention. People find Listening difficult and troublesome because for any person it is difficult to remember what was heard.

Teaching listening

Reasons for Listening

Harmer J. (2011), states most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media.

He also cites that listening is good for students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way people listen.

In conclusion, the development of the students' listening skill in the English Second Language Learning is of paramount importance. It contributes to the improvement of the students' pronunciation by absorbing appropriate pitch, intonation, stress and the sounds of individual words and connected speech.

Listening Principles

According to Jeremy Harmer (2011), there are six listening principles which can help teachers to encourage students to listen to as much English as they can.

Principle 1: Encourage students to listen as often and as much as possible

The more students listen, the better they get at listening - and the better they get at understanding pronunciation and at using it appropriately themselves. One of teachers' main tasks, therefore, will be to use as much listening in class as possible, (via the Internet, podcasts, CDs, tapes, etc).

Principle 2: Help students prepare to listen

Students need to be ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, in order to be in a position to predict what is coming.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it. The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. However, any listening material is also useful for studying language use and a range of pronunciation issues.

Principle 5: Different listening stages demand different listening tasks.

Because there are different things teachers want to do with a listening text, they need to set different tasks for different listening stages. This means that, for a first listening, the task(s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful - and the stress associated with listening can be reduced.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text - and if they themselves have spent time choosing and preparing the listening sequence - then it makes sense to use the audio track or live listening experience for as many different applications as possible.

To conclude, the listening principles suggested above are good alternatives to improve the development of the students' listening skill. Teachers do not have to forget that any listening material is also useful for studying language use and a range of pronunciation issues.

More Listening Suggestions

Harmer Jeremy (2011) suggests four listening activities like alternatives to increase students' interest in developing listening activities.

Jigsaw listening: This kind of activity is developed in three groups, students listen to three different tapes, all of which are about the same thing. Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded of a situation or topic.

Message-taking: It is developed as follow: students listen to a phone message being given. They have to write down the message on a message pad. There are many other kinds of message that students can listen to. In each case, students have to respond in some way. It is also appropriate for students to listen to announcements in airports and on railway stations which they can match with pictures or respond to by saying what they are going to do next.

Music and sound effects: Teachers can use music and sound effects inside of the classroom. Songs are very useful because, if people choose them well, they can be very engaging. Students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey.

Stories: A major speaking genre is storytelling. When students listen to the teacher telling stories, there are a number of things we can have them do. A variation on this technique is to stop the story at various points and say ‘What do you think happens next?’ before continuing. But it is also good to let them say which book they think the extract comes from, or decide what kind of book it is (horror, romance, thriller, etc)

Based on the information mentioned above, the listening activities suggested by the author are used in English classes to increase students’ interest and to motivate them to improve their listening skill. Also, these listening activities are good alternatives that teachers can use in class to develop in a successful way the class.

Types of questions to evaluate students’ Listening skill

There are six types of questions which can be used to evaluate students’ listening skill. They are listed below.

Question Type 1 – Multiple choices

This type of question is a question with three possible answers or the first half of a sentence with three possible sentence endings. Students have to choose one correct answer, A, B or C, and then write the correct letter on the answer sheet. Sometimes this kind of question gives a longer list of possible answers and

students have to choose more than one answer. Learners should read the question carefully to check how many answers they need to choose.

This type of question tests many listening skills, e.g. a detailed understanding of specific points, or general understanding of the main points of the recording.

Question Type 2 – Matching

In this type of question, Learners have to match a list of items from the recording to a list of options on the question paper, and then write the correct letter on the answer sheet.

This type of question assesses the following abilities:

- Listen for detailed information.
- Follow a conversation between two people.
- Recognize how facts in the recording are connected to each other.

Question Type 3 – Plan/map/diagram labeling

In this question, students have to complete labels on a visual which may be:

- A diagram e.g. a piece of equipment.
- A set of pictures
- A plan e.g. of a building
- A map e.g. of part of a town

Students should read the instructions very carefully as the number of words or numbers they may use to fill the gaps can change.

Question type 4 – form/note/table/flow chart/summary completion

Students have to fill in gaps in an outline of part or all of the recording. The outline will focus on the main ideas/facts in the recording and may be:

- A form: often used for facts, such as names.
- A set of notes: used to summarize information and show how different points relate to one another.
- A table: used to summarize information that can be divided into clear categories, e.g. place/time/price.
- A flow chart: used to summarize the stages in a process, with the direction of the process shown by arrows.

This type of question focuses on the main points the person listening would naturally write down.

Question type 5 – sentence completion

In this question, learners have to read sentences that summarize important information from either all of the listening text or from one part of it. They have to fill in a gap in each sentence using information from the recording. This type of question focuses on students' ability to identify the important information in a recording. They may also need to understand relationships between ideas, facts, events such as cause and effect.

Question type 6 – short-answer questions

In this question, learners have to read a question and write a short answer using information from the recording. This type of question focuses on the ability to listen for facts, such as places, prices or times, heard in the recording.

(International English Language Testing System , 2009)

According to the information previously described, the different types of questions to evaluate students' listening skills are options to create a good listening test. Each type of question is done to develop and assess a specific students' listening skill such as detailed understanding of specific points, or general understanding of the main points of the recording and so on.

Kinds of Listening

Intensive Listening

According to Rost M. (2011) Intensive Listening activities focus the students' attention on language form (grammatical, lexical, or phonological). The aim of intensive listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning.

Extensive Listening

Extensive listening (EL) is a way to improve the listening fluency. It implies two important things. First, learning grammar rules and how they work, and also vocabulary. Second, learning how the grammar and vocabulary work together to make communicative messages. The best way to develop extensive listening is to read or listen to language which people understand.

Extensive Listening (EL) involves:

Listening to (or being involved in) massive amounts of text.

Listening at or below one's comfortable fluent listening ability. ER-Central Proopus, (2012)

Based on the information described above, there are two kinds of listening: Intensive and Extensive Listening. Intensive Listening focuses the students' attention on language form and it involves an appreciation of how form affects meaning. Extensive Listening refers to students' comprehension of what they listen to. It involves high level of comprehension of grammar rules and how they work.

Listening skill

According to Miles Craven (2015), Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. Also, learners may have to use several sub-skills in the course of a single listening activity. The listening sub-skills are the following:

Listening for the main idea - Students listen to identify the overall ideas expressed in the whole recording.

Listening for details – In order to listen well to details, students listen for groups of words and phrases at sentence level. They must be attentive to what is being articulated. Hence learners must have a good grasp of the sounds in the English language. Also look out for words that are emphasized: These are words that convey important information. Listening for details is particularly important when people have to act according to what is being said. Those who listen carefully to instructions do not miss anything and are able to complete a task successfully.

Listening for detail includes:

- Listening for specific information
- Picking out special words/terms/names

- Listening for grammatical form
- Discerning words from their pronunciation

Listening for specific information – Learners listen for particular information at word level.

Predicting – Trying to guess key information contained in the recording before listen.

Inferring meaning – Learners listen to identify the difference between what the speaker says and what they actually mean.

Identifying emotion – Listen to identify the mood of certain speakers.

Listening for opinions – Learners listen to identify the attitude of certain speakers.

Inferring relationships – Listen to identify who the people are in the recording and what the relationship is between them.

Recognizing context – People listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc.

Listening Comprehension – Aparna Nadig (2013), says that Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented. Listening comprehension involves the prosody with which utterances are spoken e.g., change intended meaning from a statement to a question, it also involves significant memory demands to keep track of causal relationships expressed within the discourse.

Regarding to the information previously described, listening in a foreign language is a complex process which students have to work harder. It involves the study and the improvement of different listening sub-skills such as identification of the general idea and the details, listening for specific information, predicting, inferring meaning and comprehension of the recording. Each of these sub-skills will help learners to become good listeners.

Techniques for Teaching Listening

There are two important techniques that teachers can use for teaching Listening: Integrating Metacognitive Strategies and Using Authentic Materials and Situations.

Integrating Metacognitive Strategies

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for.
- Decide if more linguistic or background knowledge is needed.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses.
- Decide what is and is not important to understand.
- Listen/view again to check comprehension.
- Ask for help.

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area.

- Evaluate overall progress and in particular types of listening tasks.
- Decide if the strategies used were appropriate for the purpose and for the task.

Using Authentic Materials and Situations

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

One-Way Communication

Materials:

- Radio and televisión programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings

Two-Way Communication

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens. National Capital Language Resource Center (NCLRC), (2004)

To conclude, teachers must decide on using the best technique to teach listening. Besides, these techniques are good options for teachers due to they provide students with opportunities to practice and improve their listening skill, but the most important aspects in teaching listening are to use authentic materials and situations which can prepare students for the types of listening activities they will develop.

Checklist

Definition

According to Brun J. (2011), a checklist contains a list of items that have to be verified, checked or inspected. He argues that checklists are used in every imaginable field; also they are using to allow people to ensure they don't forget any important steps. The person who uses a checklist should verify if he/she is meeting the intent of every item on the checklist and possibly take notes, photos, audio, video or audio recordings related to that item.

Additionally, checklists contain a list of behaviors or specific steps, which can be marked as Present/Absent, Complete/Incomplete, Yes /No, etc. Teachers will use a checklist to observe the students. In other cases, students use checklists to ensure that they have completed all of the steps and considered all of the possibilities. Checklists help to provide structure for students and they are great tools to use when teachers want to note the completion of a task, but do not need to assign a rating scale. The use of checklists keeps students on track and allows them to take responsibility for their own learning through peer- and self-evaluation. ALTEC at the University of Kansas, (2009)

To sum up, Checklist is a tool that can be adapted and used in any imaginable field. Besides, teachers can use checklists to assess students' knowledge and progress, and with this information look for solutions.

Steps to develop any kind of checklist

According to Brun, J. (2011), there are at least five steps to follow to develop or create any kind of checklist:

- **Make each item clear and concise.**

It is important that each item on the checklist is easily understood by the person using it. Each item should be concise to ensure it is as easy to use.

- **Group your items by category.**

Short checklists don't need categories, but longer ones can quickly get out of hand. By organizing the items in categories, people can quickly navigate to the portion of the checklist that they are working on.

- **Make each item actionable.**

This is very important. The power of a checklist is that the person who uses it can take action on each item and ensure that all the items are meeting. By breaking down items into action, people make the checklist much more powerful.

- **Do not skip anything on the list.**

It is important that a checklist be used fully each time, without skipping any questions, teachers should ask themselves if the checklist is properly formatted for getting the educational purposes.

- **Ensure your notes, evidence or other results are used to improve performance.**

For each item, it is necessary to reply in the affirmative (yes), negative (no), not applicable (n/a) or mark as incomplete. Take notes that indicate what could be improved. Remember, a checklist should constantly be improved as it is used.

Thus, it is important to take into account which aspects and steps should be followed to create good checklists. Each step will help teachers to ensure that all the items are borne in mind.

Types of Checklists

Assessment checklist

Allmond Wells. (2010), says that an assessment checklist is used with the purpose of formative assessment and feedback, as well as to provide evidence of learning for use with parents, students and teachers. It is strongly recommended that the checklist be given to students prior to the commencement of the inquiry in order to provide them with guidelines on what they are required to do. Students should be made familiar with checklists which will, at times, necessitate the teacher unpacking the content with them.

The checklist can be used to guide open and transparent assessment, helping students to see ahead of time what is required. There are several advantages to using a checklist with students:

- It explicitly makes clear to the students the importance of the inquiry process as distinct from the need for a 'correct' answer.
- It enables the students to ensure that they progress through the appropriately question and demonstrate the understandings, connections and representations that they develop.
- The checklist can provide scaffolding to students experiencing difficulties with guidelines on ways to proceed.

- It may be given to students for monitoring their own progress and to ensure they have provided everything that is required.

Using the assessment checklist

Self-assessment can be used by students to monitor and reflect upon their own learning, act as a conversation starter between teacher and student or be a means of refocusing students. Students may also use it to reflect upon weaknesses and areas they need to develop further.

In conclusion, the author suggests that the assessment by the teacher may be done as an interim guide as tasks are being completed, for the purpose of providing essential feedback to students. Adding, the checklist can be a useful tracker of student progress; and can be used as a formal assessment tool.

Learner self-assessment checklists

TKI/Te reo Māori (TeKeteIpurangi) (2010), states some important aspects that teachers have to take into account to implement a checklist.

- The teacher assessment checklists can be adapted and given to learners so they can assess their own progress.
- The way teachers word each checklist will depend on the age and the proficiency of the learner.
- A younger learner at level 1 might have just a few simple ‘I can’ statements in English; too many things to check at once could be overwhelming.
- An older learner at a higher level might have a more sophisticated set of ‘I can’ statements in either English or in another language.
- Learners could discuss their progress with the various items on the list and fill

the checklists in with a partner.

- For younger learners, teachers might replace the 1-2-3 rating with a simple tick box, so the learners do not have to do much writing.
- Teachers can help young learners by writing down their ‘say more’ comments for them.

The information given before makes teachers aware of using checklists as a self-assessment tool and taking into account some important aspects. These aspects give teachers a clear idea of what the checklist has to contain and what aspects about students have to be analyzed.

Using checklists to improve teaching and learning

John Blanchard, (2013) many teaching practices are more effective than others. Teachers’ role can be to help teams check what they do to successful learning.

Using checklists in teaching practice

The function of a checklist is to express the best up-to-date knowledge about how to solve problems, particularly complicated and complex ones.

For collecting and interpreting learners’ views

- Ask a representative sample of learners to give their views.
- Use a mix of methods, for example one-to-one conversations, focus groups, established forms of representation such as school council and working parties, perhaps questionnaires.
- Tell student why you value their views and what you will do with the results.

- Promise that all statements will be made anonymous and keep the promise: explain that you are interested in how they feel about specific aspects of school life.

According to the information above, checklists can help teachers and students to improve the teaching-learning process. They also provide teachers a clear idea of how to solve students' weaknesses.

How a simple checklist can improve learning

According to Kristin Marino (2013), Checklists benefit students in the following ways:

- For younger/older students, simple, task-based checklists can help them become accustomed to following steps, adding order to the relative chaos of learning, and offering a pathway to accomplishing complex tasks.
- Checklists help students to control their performance and hold them accountable by removing obstacles to success such as “I did not know we were supposed to do that,” or “I forgot to do that part.”
- Checklists keep students on task. Rather than losing focus and forgetting where they left off or abandoning the task all together.
- Checklists can help communicate the details or goals of an assignment or project to others.

Checklists help students to control their performance and hold them accountable by removing obstacles to success. Also, checklists help younger and older learners become accustomed to following steps and keep them on tasks.

The benefits of using checklists

The reason why checklists are good is simple: it is easy for teachers to forget things. When teachers do something that involves multiple steps, it is likely that they would forget one or two of them. Using checklists ensures that educators will not forget anything. So, if they do something again and again, and want to do it right every time, use a checklist. Here are some other benefits of using a checklist:

- Teachers can save their brain power for more creative things.
- Since they do not have to remember all the steps they need to take, they can use their brain power for something more creative.
- Teachers can save time.
- They do not need to spend time remembering the steps, so teachers can devote the entire time on doing the task.
- Teachers can delegate more easily.
- If Educators ever want to delegate the task (for example, through outsourcing), their checklist will make it easier for them to do it. By delegating the checklist to a person, the teacher can describe exactly what he/she want. Live Optimizer, (2015).

According to the information previously described, there are some benefits that checklists can provide to teachers. Using checklists ensures that teachers will not forget anything; in this case educators follow steps and complete all the planned activities.

What is self-assessment?

Georgia Brooke and Heidi Andrade (April, 2013) state self-assessment is simply a matter of having students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. It is a tool that can promote learning if it is used while the learning is taking place. In order for self-assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before.

Effective self-assessment involves at least three steps:

1. Clear Performance Targets

In order for self-assessment to be effective, students must have clear targets to work toward. In other words, students must know what counts and what not.

2. Checking Progress toward the Targets

This is where the actual self-assessment takes place. Students create a draft of the assignment, compare the draft to the targets, and identify areas of strength and areas for improvement.

3. Revision

Students revise their draft, trying to close the gaps between their work and the targets. This step is crucial. If students do not have the chance to revise and improve their work, they are unlikely to take the self-assessment process seriously.

In conclusion, self-assessment is a tool that helps students to identify strengths and weaknesses in their own work. It involves at least three important steps: Clear Performance Targets, Checking Progress toward the Targets and Revision. Each step supports students to have clearly defined the aims they have to work toward and look for improvements.

How does self-assessment support students learning?

Self-assessment can help students in the following ways:

- It enables students to take responsibility for their learning and positions the assessment task as being for learning.
- It allows students to engage in critical self-reflection on their own learning, that is an essential aspect of their academic and personal development.
- It provides explicit opportunities for learners to reflect on their presentations, essays and problem sets, and allows them to critically engage with their work, identifying strengths as well as areas for further development.
- It enhances learners' ability to self-regulate their learning by allowing them to assess their own work and understand how to close the gap from current to desired performance. LSE (London School of Economics) Teaching and Learning Centre, (2012)

Concluding, self-assessment supports students learning, it allows students to create their own critical reflection, identifying strengths as well as weaknesses and the ability to get constructive feedback.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: Human, Material, and Technical. In the human resources participated 26 students of 1st year of Bachillerato, parallel “B”, the researcher who carried out the intervention plan and the thesis advisor who gave suggestions to develop this research work. The material resources that were used in the development of the intervention plan were: the English book which was useful to make the listening activities, the self-assessment checklists, which were used to carry out the project work and the English songs that were used as part of the activities in the classroom. The CD, CD player and computer were the technical resources, which were useful to provide students with opportunities to practice their listening skill.

Design of the research

The present Research work was based on the Action Research proposed by Kemmis and McTaggart (2000) as a formative enquiry, which includes a self-reflective cycle of identifying a problem, planning a change, acting and observing the procedures and effects. It was accomplished in order to interpret, to diagnose and then to change a situation in the educational practice.

Methods

The following general methods were used along the Research:
The Scientific method facilitated the study of appropriate resources about self-assessment checklist and listening skill. Also, to support the collected information gathered before and during the intervention.

The Descriptive method helped to define the different phases of the research work before, during and after. It was useful to explain and analyze how the implementation of self-assessment checklists helps to improve the students' listening skill. It also serves to describe the obtained information translating them into tables and graphics considering the data of the pre and post-tests and questionnaires.

The Analytic-synthetic method was used to study and interpret the obtained results through the tests and the questionnaire. It also helped to draw up the conclusions based on the results gathered.

The Statistical method helped to make the quantitative and qualitative analysis of the information obtained from the pre and post-tests and questionnaire. In order to analyze the quantitative results of the pre and post-tests the formula was applied $x = \frac{\sum x}{n}$. This formula helped to find the media of each result and to figure out the difference between both. A logical analysis was done with the information obtained from the pre and post-questionnaire. Also, the information was transformed into tables and graphics.

Techniques and instruments

Tests

The researcher designed a listening test that was used as a pre and post-test. It consisted of one sentence completion question, two short-answer questions, and one order scripts sentence. It was used to diagnose students' knowledge about their listening ability at the beginning of the intervention plan. The same pre-test

was used as a post-test at the end of the application of the research work for obtaining information about students' progress on the listening skill.

Observation sheet

The observation sheet included some parameters to be accomplished such as; the activity of the class, three closed questions, and suggestions which helped to know if all the students participated in class and if the objective of the activity was achieved. Also, it helped to determine what has occurred in the classroom during the intervention plan, to observe the students' performance during the lessons, and to analyze and reflect upon the findings when the plan ends.

Questionnaires

The questionnaire had five closed questions and two multiple choice questions. It was applied as a pre and post-questionnaire at the beginning and at the end of the intervention plan. These were used to verify if the self-assessment checklists increased the student's interest in developing their listening skill and to collect students' reactions about the development of the listening skill during and after the intervention plan.

Field Diary

The field diary helped to collect information of what happened in each lesson. It contained some aspects such as; the lesson, activity, objective, materials, timing, procedure, the students' number, three closed questions, and the comments which were taken into account in order to report the findings during the intervention plan and the relevant events during the observation.

Population

The research work was carried out with the students of 1st year of Bachillerato at “Pío Jaramillo Alvarado” Experimental High School. 26 students at A1 level between 3 boys and 23 girls were who participated in the development of this action research. They were between sixteen and seventeen years old. The students received five hours of English per week with a certified teacher.

f. RESULTS

This section details how the objectives of the research were fulfilled.

The objective one was achieved with the theoretical references that support the design of the instruments, the design of the intervention plan, and the analysis of the information gathered.

The objective two was accomplished with the application of the pre-test results which are showed below in table 1.

The objective three was reached with the application of the intervention plan, which contained eight lessons with different listening activities and applying the self-assessment checklist during a period of two months.

The objective four was attained with the application of the pre-post questionnaires which results are showed from table 2 to 8.

The objective five was fulfilled with the obtained results in the post-test which are displayed in table 9.

Pre-Test Results

Objective two

To diagnose the issues that limit the development of listening skill of 1st year students of Bachillerato through a pre-test.

a. Table 1

Pre-Test Scores of 1st Year Students of Bachillerato in Listening Skills

Students' code	LC	LD	Total
	/5	/5	/10
CPJA001	2.6	3.67	6.3
CPJA002	3.5	4	7.5
CPJA003	3.5	3.8	7
CPJA004	3.2	3.9	7
CPJA005	3.5	4.6	8
CPJA006	3	4	7
CPJA007	1.83	3.67	5.5
CPJA008	2.58	1.84	4.4
CPJA009	2.49	2.34	4.8
CPJA010	3.17	3.51	6.6
CPJA011	2.14	4	6
CPJA012	3.02	3.18	6.2
CPJA013	4.49	4.34	8.8
CPJA014	3.5	4	7.5
CPJA015	3.5	4	7.5
CPJA016	4.3	3.5	7.8
CPJA017	3	4.3	7.3
CPJA018	3.6	3.8	7.5
CPJA019	4	3.5	7.5
CPJA020	4.7	3	7.7
CPJA021	3.9	3	7
CPJA022	3.33	3.51	6.8
CPJA023	3.59	3.67	7.3
CPJA024	3.37	3.67	7
CPJA025	2.91	4	6.9
CPJA026	3.55	3.34	6.7
Mean	3.3	3.6	6.9

Note: CPJA= Colegio Pío Jaramillo Alvarado, 001 = Students' code, LC = Listening Comprehension, LD = Listening for details.

b. Interpretation and Analysis

As it can be seen, the total score mean of 6,9 displayed in table 1, reflects that students got a considerable level in listening, which is low the average expected 8/10 (see page 139). But it is relevant to notice that the highest score mean is in listening for details (3,6/5). It shows that students were in a considerable level. Students were able to listen some specific words and expressions at the time they listened to the recording. And the lowest score mean is for listening comprehension (3,3/5), where it was evident that students had problems recognizing individual words and did not retain the general idea of what they listened. So, it means students' limitations were concerned to listening comprehension skill because they could not understand words they listened. As Miles Craven (2015), Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details.

Comparison of the Pre and Post Questionnaires

Objective four

To execute the plan using checklists as a self-assessment tool in order to solve students' problems in their listening skills.

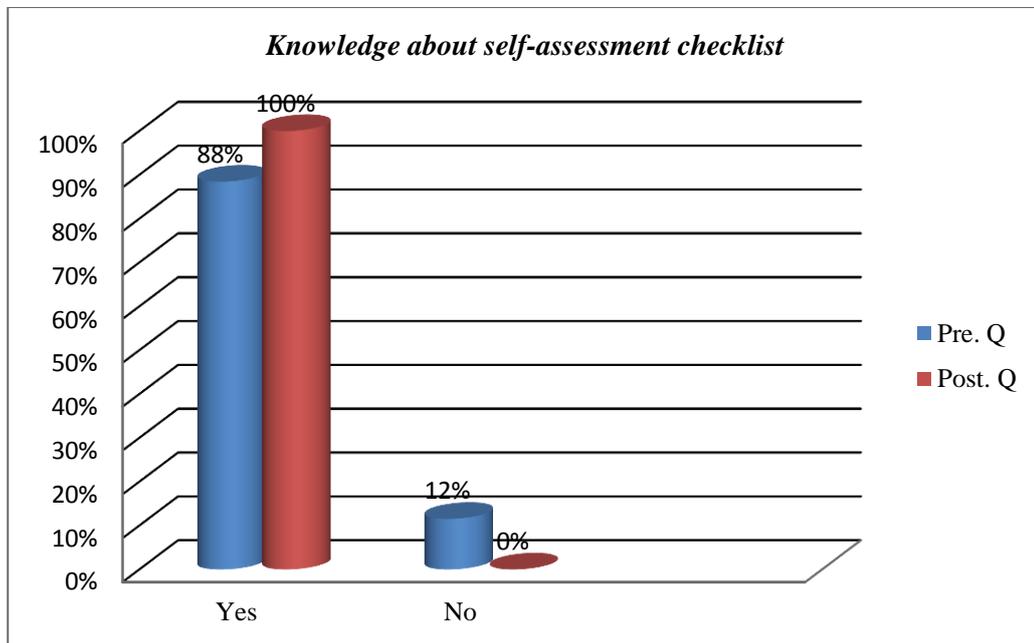
Question 1: Do you know what a self-assessment checklist is?

a. Table 2

Knowledge about self-assessment checklist

	Pre-Questionnaire f	%	Post- Questionnaire f	%
Yes	23	88	26	100
No	3	12	-	0
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

According to the results of table 2, most students said that they had knowledge about self-assessment checklists, but they did not know how to use it before the intervention. So, it denotes that students had not used this strategy in class. Nevertheless, after applying the intervention plan, all the students were interested in using self-assessment checklists since this tool encouraged them to evaluate themselves giving the opportunity to notice their progress. As Jonathan Brun (2011), states that using a checklist allows teachers and students to ensure they do not forget any important steps and to verify if they are improving all the required aspects.

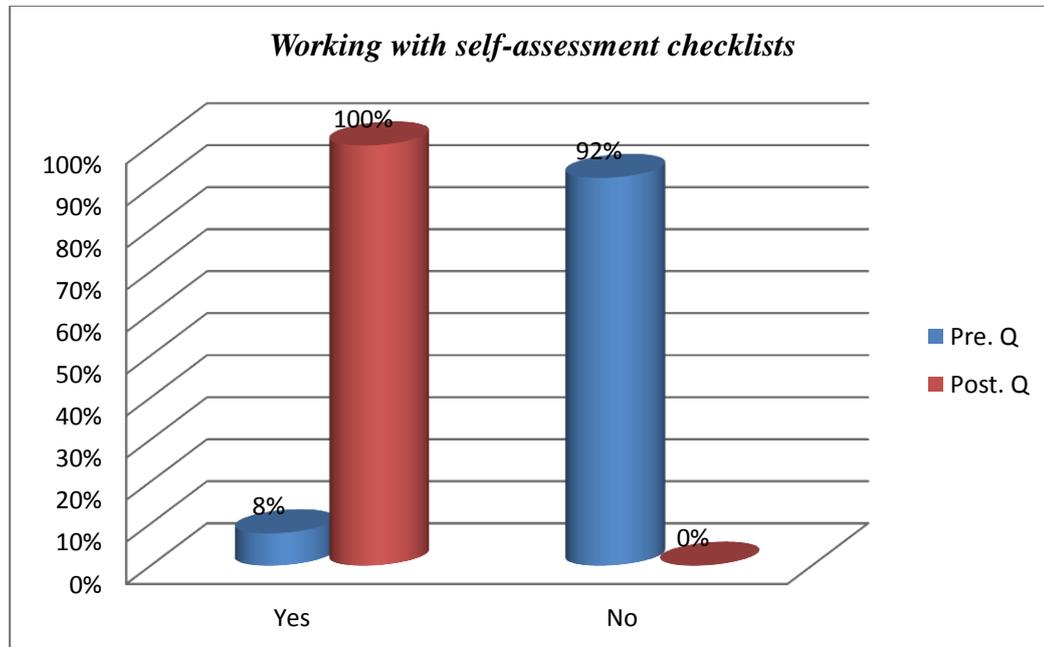
Question 2: Have you ever worked with checklists?

a. Table 3

Working with self-assessment checklists

	Pre-Questionnaire f	%	Post- Questionnaire f	%
Yes	2	8	26	100
No	24	92	-	0
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

The data collected from this question stated that almost all students answered that they have not used checklists to develop their listening skills before, which means students were not aware of the benefits of working with self-assessment checklists. But, after the application of the self-assessment checklists all students knew their listening weaknesses through the use of the strategy and tried to solve

them. So, it can be said that students learnt how to use self-assessment checklists and could identify their listening difficulties. As Kristin Marino (2013) says working with checklists will help students to control their performance and also, hold them accountable by removing obstacles to success.

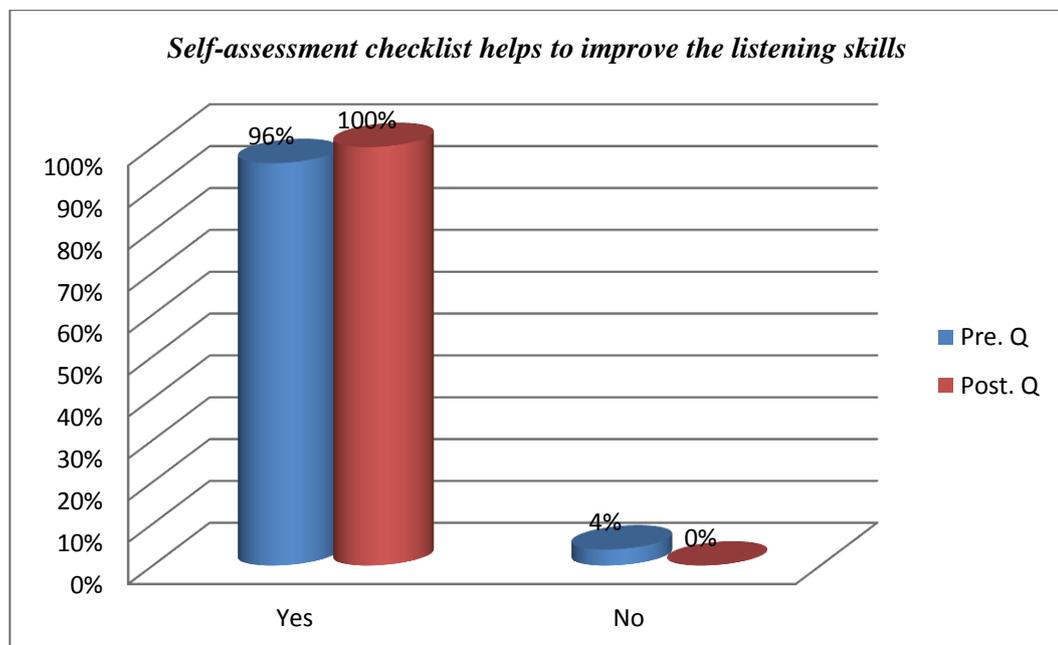
Question 3: Do you think that the usage of self-assessment checklist help to improve the listening skills?

a. Table 4

Self-assessment checklist helps to improve the listening skills

	Pre-Questionnaire f	%	Post- Questionnaire f	%
Yes	25	96	26	100
No	1	4	-	-
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

According to the results got in this question, almost all students stated that the use of self-assessment checklists could help to improve the development of their listening skills before the application of checklists. It showed that it is important to make use of different resources or strategies to develop listening activities and to motivate students in the English classes. However, after the application of the self-assessment checklists all students said that the use of them contributed to the development of their listening and to get better in their listening skills. Also, students liked the idea of using checklists in listening classes. So, it can be said that it is of paramount importance to use different strategies and tools inside of the class to counteract students' difficulties. As Allmond Wells (2010) says self-assessment checklist can be used by students to monitor and think about their own learning. Also, Students use it to reflect upon weaknesses and areas they need to develop further and improve them.

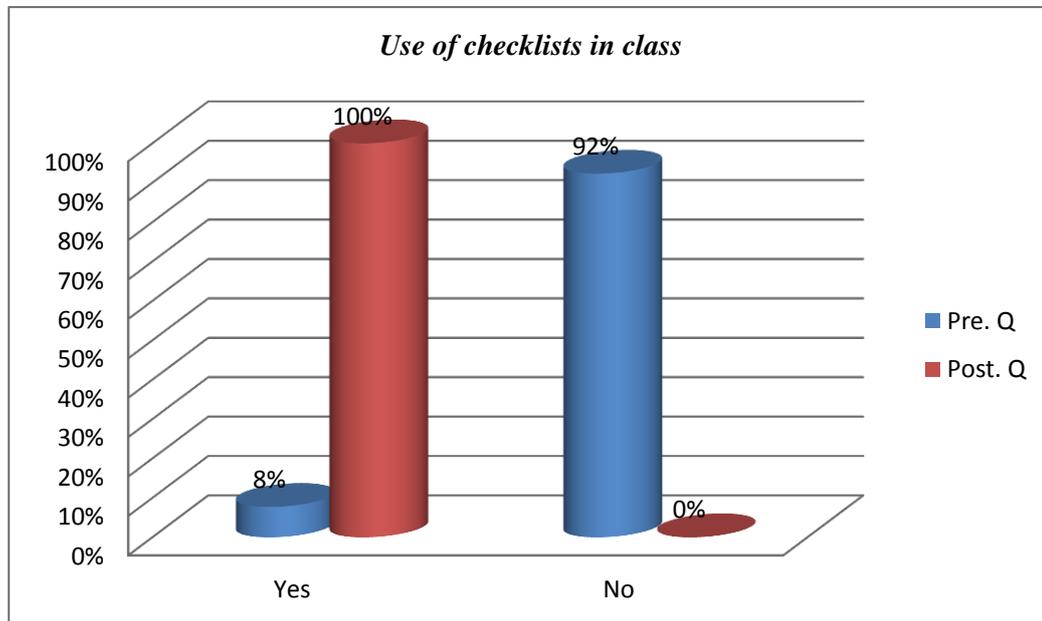
Question 4: Does the English Teacher use checklists to develop listening skills in the English Classes?

a. Table 5

Use of checklists in class

	Pre-Questionnaire	%	Post- Questionnaire	%
	f		f	
Yes	2	8	26	100
No	24	92	-	0
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

Based on the results from this question, most students said that the English Teacher did not use checklists before the intervention, which denotes that their teacher gave less interest to the students' listening skills development. But, after applying the checklists all the students were interested in using checklists in class. It was denoted that the use of a strategy inside of the classroom in order to improve the students' listening engaged students to interact and participate actively. So, it can be said that teachers should look for different resources to make better the teaching and learning process. As, Allmond Wells (2010) says that the use of checklist by teachers may be done with the purpose of providing essential feedback to students on their progress.

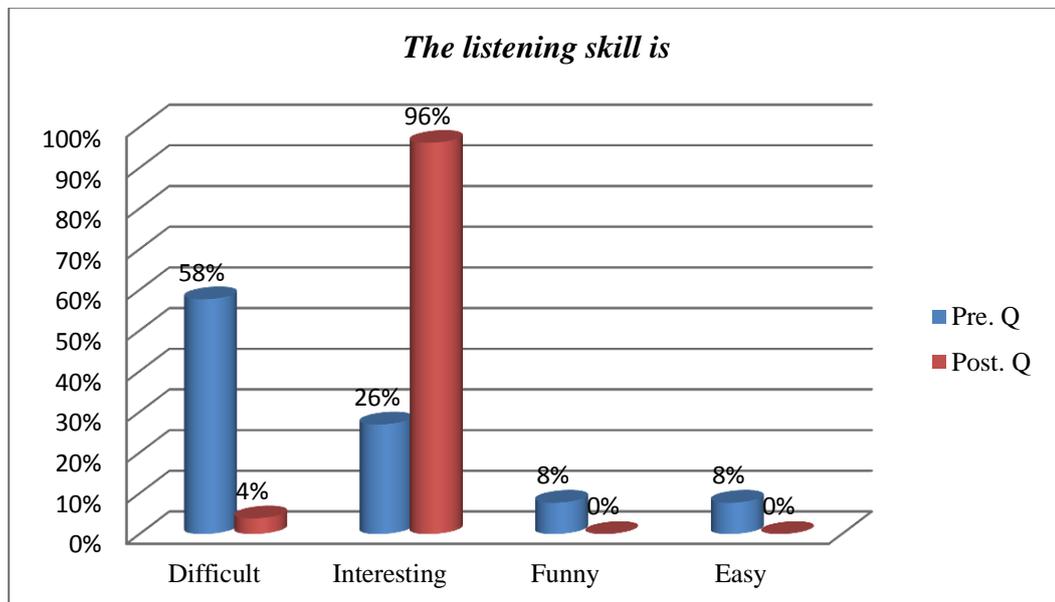
Question 5: In the English classes the development of the listening skills is:

a. Table 6

Appreciation of listening skill development

	Pre-Questionnaire		Post- Questionnaire	
	f	%	f	%
Difficult	15	58	1	4
Interesting	7	26	25	96
Funny	2	8	-	0
Easy	2	8	-	0
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

The data collected from this question stated that at the beginning of the intervention, some students found the development of the listening skills difficult. It showed that it was hard for students to understand and recognize words they listen in a recording. Not so many students said that the listening skill development was interesting. It means that for the majority of students it is difficult to listen to conversations. Additionally, few of them thought that the

development of listening was funny and easy. So, it can be said that there was lack of using strategies or tools that support the development of their listening. But, after applying the intervention all students found the listening skill interesting. It means that the application of different listening activities and the use of self-assessment checklists could increase students' listening development and they had the opportunity to practice activities according to their needs and level. As Harmer Jeremy (2011) remarks it is important to use different listening activities inside of the classroom and ask students at the end of the class if the listening activity was interesting and understandable.

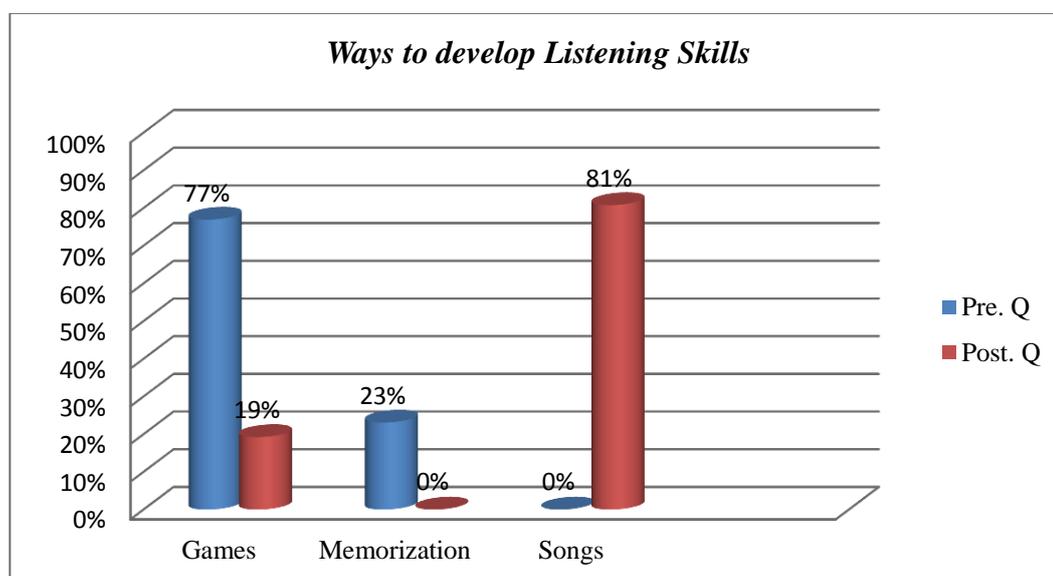
Question 6: In which way do you develop the listening skills?

a. Table 7

Ways to develop Listening Skills

	Pre-Questionnaire f	%	Post- Questionnaire f	%
Games	20	77	5	19
Memorization	6	23	0	-
Songs	-	-	25	81
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

As it can be seen, many students answered that they develop listening activities through games, which means students used to dramatize the dialogues in front of the class. Nevertheless, after applying the intervention plan almost all students changed their way to develop their listening skill. They developed listening activities through listening to English songs because they found them interesting and the use of songs increased the students' interest in developing listening tasks. As Jeremy Harmer (2011), Songs are very useful because, if teachers choose them well, they can be very engaging.

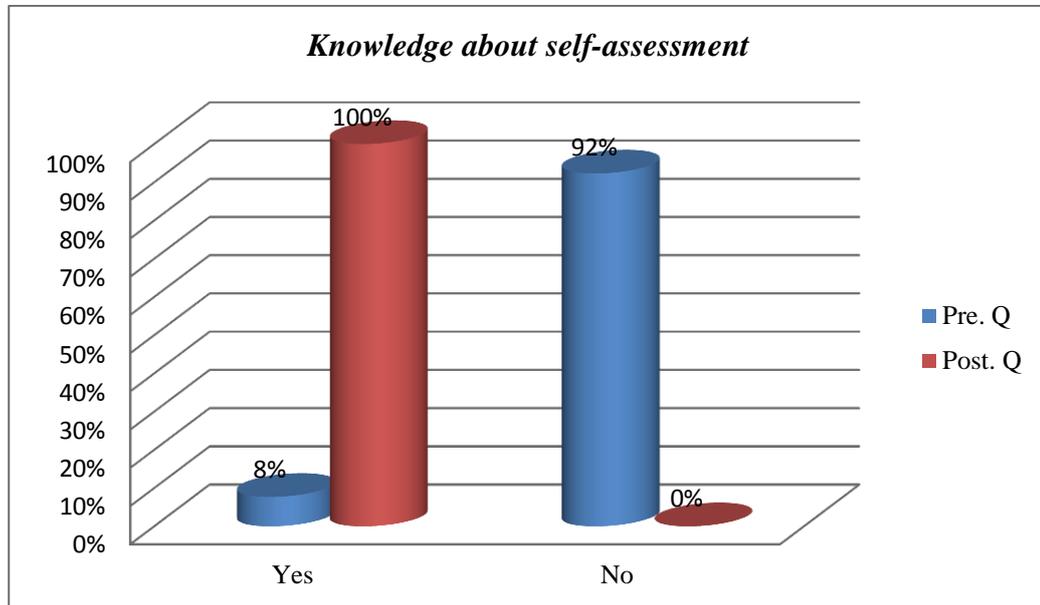
Question 7: Do you know what self-assessment is?

a. Table 8

Knowledge about self-assessment

	Pre-Questionnaire	%	Post- Questionnaire	%
	f		f	
Yes	2	8	26	100
No	24	92	-	-
Total	26	100	26	100

b. Figure



c. Interpretation and Analysis

The results from this question showed that almost all students answered that they did not know what self-assessment is. It means that students did not know how to identify the strengths and weaknesses of their own work. Nevertheless, after applying the intervention all students said that they knew what self-assessment is. So, it is evident that students were involved in the activities and were able to revise and improve their listening. As Georgia Brooke and Heidi Andrade (April, 2013) state self-assessment is simply a matter of having students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements.

Objective five: To prove the effectiveness that had the use of self-assessment checklists in the students' listening skills through a post-test.

a. Table 9

Post-test Scores of 1st Year Students of Bachillerato in Listening Skills

Students' code	LC /5	LD /5	Total /10
CPJA001	3	4.8	8
CPJA002	4	4.8	9
CPJA003	4	5	9
CPJA004	4	5	9
CPJA005	4	5	9
CPJA006	4	4.8	9
CPJA007	4	4	8
CPJA008	4	4	8
CPJA009	4.2	5	9.2
CPJA010	3	4.8	8
CPJA011	4	5	9
CPJA012	5	5	10
CPJA013	4	5	9
CPJA014	4	5	9
CPJA015	4.2	5	9.2
CPJA016	4	5	9
CPJA017	3	5	8
CPJA018	4	5	9
CPJA019	4	4.5	8.5
CPJA020	3.5	5	8.5
CPJA021	3.5	5	8.5
CPJA022	4	5	9
CPJA023	4.3	5	9.3
CPJA024	4	5	9
CPJA025	4	5	9
CPJA026	4	5	9
Mean	4.3	5	8.8

Note: CPJA= Colegio Pío Jaramillo Alvarado. 001 = Students' code, LC = Listening Comprehension, LD = Listening for details

b. Interpretation and Analysis

The results in table 9 indicated an important improvement in the development of the Listening skills, It was demonstrated with the score mean of 8,8/10 which is over the expected average 8/10. So, it is evident that the two listening skills: listening for details and listening comprehension got better. Students achieved an

excellent advance in listening for details. It is demonstrated by the score mean (5/5). It means that the use of self-assessment checklists overcame students' limitations and gave them the opportunity to notice their listening problems and improve them during the application of the intervention plan. Similarly, in listening comprehension students demonstrated an excellent performance, too. It is showed by the mean (4,3/5). So, it can be seen that students were able to listen to the main idea of a recording, understand individual words and identify words and expressions which convey important information of a conversation. As John Blanchard, (2013) some teaching practices are more effective than others. Teachers' role is to help students to check what they do to get a successful learning and how to solve problems.

Comparing Pre-Post Test means

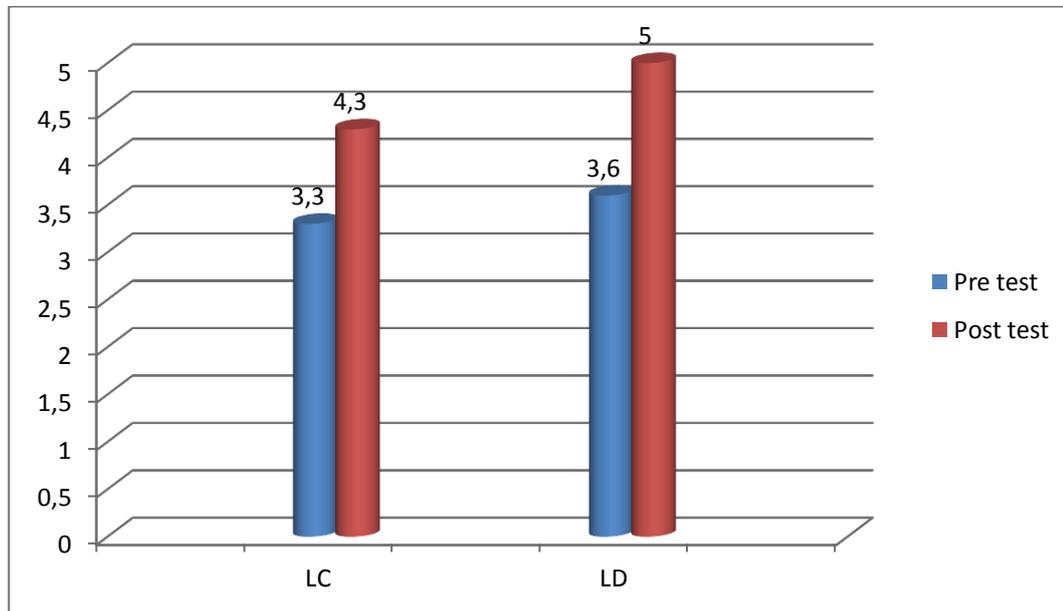
a. Table 10

Comparison of the Pre and Post-test means in Listening

Aspects	Pre-test	Post- test
LC	3,3	4,3
LD	3,6	5
Total	6,9	8,8

Note: LC =Listening Comprehension, LD = Listening for details

b. Figure



c. Interpretation and Analysis

After analyzing the pre and post-test results, it can be stated that the use of self-assessment checklist as a tool implemented during the development of this intervention plan had good results on the students' development. The alternative used contributed to the improvement of the students' listening skills. It is demonstrated by the comparison between the score mean of the pre-test (6,9/10) and the score mean of the post-test (8,8/10). As it can be seen, students' listening got better due to the use of the self-assessment checklists and different listening activities. So, students' motivation working on their listening problems helped them to overcome their limitations satisfactorily.

g. DISCUSSION

This research work answers the main question stated before the intervention which was How does the use of self-assessment checklists as a tool help students to improve the listening skills? which had a good effect in improving students' listening. This improvement was exposed in the results of the pre and post-test, which were applied to the students of 1st year of Bachillerato at "Pío Jaramillo Alvarado" Experimental High School, those findings indicate that there is a significant change in students' performance in listening to a foreign language. These results were supported with the theory which according to Allmond Wells, (2010) Self-assessment checklist can be used by students to monitor and reflect upon their own learning or be a means of refocusing students to the tasks. Students may also use it to reflect upon weaknesses and areas they need to develop further.

The principal aspects took into consideration in this research about listening skills were: listening comprehension and listening for details, where students have to recognize and identify words that convey important information and the main idea of what they listen. The intervention reached an important change on students' listening development. Students improved both listening comprehension and listening for details due to they got better at their participation and practice making use of self-assessment checklists. So, it can be said that students were conscious of their listening difficulties and work on them making use of the strategy.

During the intervention plan, students showed a positive reaction in front of the use of self-assessment checklists tool used to improve the listening skill, despite the difficulties they had in listening comprehension and listening for details. At the beginning, students' attitude was passive because it was difficult for them to understand words and expressions at the time to listen to conversations; during the intervention, students' response was a little active because students' interest increased in the development of their listening due to the use of different listening activities and the self-assessment checklist. At the end, their participation rose because they were not afraid of sharing their ideas in the classroom, students could develop listening tasks with few mistakes and their involvement in listening activities got better.

Additionally, this research work had some benefits and limitations during the intervention, which had good effects and made harder the development of the use of the self-assessment tool. Some benefits in the applied research work were that students showed interest in the process, they paid attention to all the instructions given, the use of songs motivated students to develop listening tasks. Also, the time used for each lesson was appropriate for accomplishing the objective of each lesson. Nevertheless, there were some limitations to be considered, they were the lack of vocabulary knowledge students had, at the beginning the teacher was not in class and because of it students did not pay attention, students did not ask for clarification and repetition due to they felt insecure in developing the activity in a wrong way. Additionally, the classroom was short and for that it was impossible to develop the activities in a good way.

Moreover, it is important to take into account the advance that students had in listening after the employment of the self-assessment checklist tool, which helped students to get better at their listening. Students were motivated to listen and pay attention to listening tasks, they learnt how to use self-assessment checklists to develop and improve their listening skills. Also, they liked to use others kind of listening activities in the classroom such as; listening to English songs and play games, which contributed to eliminate students' weaknesses and limitations in the English language learning.

h. CONCLUSIONS

- The diagnostic of students' level in listening determined that students' limitations were concerning to listening comprehension and listening for details. Furthermore, the lack of vocabulary knowledge and interest in learning, and motivation. The lack of practice students had in developing the listening activities, and the scarce use of listening resources.
- As a conclusion, it can be stated that the information gathered from the questionnaires show a positive reaction students had in front of the employment of the self-assessment checklists. Students realized their listening difficulties and improved them through the use of self-assessment checklists. Also, they liked to develop listening activities by using English songs and games during the implementation of the intervention plan.
- It can be concluded that the application of the self-assessment checklists had a good effect on students' listening, because it contributed to the improvement of their listening skills. Students got better at both listening comprehension and listening for details. As a result, they were able to listen and understand the general idea as well as the details of a recording. So, for that it can be said that the use of self-assessment checklist helped to improve students' listening skills.

i. RECOMMENDATIONS

- It is advisable that teachers plan their listening activities depending on the student's weaknesses in order to counteract them. They should use different listening activities and sources, which facilitate students understanding to get better at listening. Moreover, teachers must motivate students to practice and develop their listening skill to eliminate some barriers they face at the time to participate.
- It is important for teachers to consider the use of different listening sources with the objective of engaging students in the listening process. Teachers should look for activities that catch the students' attention and motivate them to be involved in the development of their listening skill. Also, it is important that teachers look for different tools or techniques to teach listening in an enjoyable way.
- Teachers should use self-assessment checklists in listening classes because this kind of tool gives students the opportunity to notice the difficulties they face and look for solutions. Also, it keeps students on tasks and helps them to control their performance holding them accountable by removing obstacles. However, teachers have to adapt the self-assessment checklist according to the students' level and knowledge.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE USE OF SELF-ASSESSMENT CHECKLISTS AS A TOOL TO IMPROVE THE LISTENING SKILL WITH 1ST YEAR STUDENTS OF BACHILLERATO, AT “PÍO JARAMILLO ALVARADO” EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014 – 2015.

This thesis project is a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

AUTHOR

KATHERINE YESENIA PUGLLA CORAL

1859

**LOJA – ECUADOR
2015**

a. THEME

THE USE OF SELF-ASSESSMENT CHECKLISTS AS A TOOL TO IMPROVE THE LISTENING SKILL WITH 1ST YEAR STUDENTS OF BACHILLERATO, AT “PÍO JARAMILLO ALVARADO” EXPERIMENTAL HIGH SCHOOL IN LOJA CITY, DURING THE ACADEMIC YEAR 2014 – 2015.

b. PROBLEM STATEMENT

Background

This research work will be carried out at “Pío Jaramillo Alvarado” Experimental High School, located in “La Pradera” Neighborhood on Bolívar Avenue and Catacocha Street. It was created on December 9th, 1966, by the request of the Doctors Arsenio Vivanco Neira and José Castillo Luzuriaga, Loja surrogates of the Congreso Nacional of that time.

Dr. Eduardo Andrade was the first principal of “Pío Jaramillo Alvarado” Night School, and teacher of this establishment between 1989 to 1996. In 1978 the creation of the afternoon section was achieved, and in 1994, the morning section. Nowadays; this establishment has the blended modality that works on Saturdays. The Academic Offerings vary according to the section. In the morning: Basic Education, Administration of Computer Systems, Administration and Accounting; in the afternoon and in the evening sections: Basic Education. Also, Optional Subjects as Typing, Gastronomy, Nursing and Handicrafts are subjects that complement the curriculum.

“Pío Jaramillo Alvarado” Experimental High School is leaded by Dr. Susana Chamba Loaiza, the principal; Its teaching staff is conformed by 100 teachers and 1500 students in total.

The mission of “Pío Jaramillo Alvarado” Experimental High School is aimed at the integral formation of students from vulnerable urban and rural areas of the southern region of the country.

The vision of this High School is being one of the first schools in the region of the country that demonstrates academic and humanistic foundations of quality.

Current situation of the research problem

Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. Listening is of paramount importance since it provides the language input (Rost 1994:141-142). Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved (Cross, 1998). For that, language learners, especially those who learn English as a foreign language in a non-native language, find it difficult to acquire good listening skill.

The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. (Ana Maria Schwartz, 1998) One of the most important problems in the listening skill for students is, not to be able to recognize words that they know, apart from just being too busy thinking about other things and missing a word. Common reasons why students might not recognize a word include not distinguishing between different sounds in English (e.g. /l/ and /r/ in "led" and "red" for many Asians), or conversely trying to listen for differences that do not exist, e.g. not knowing

words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms.

In the teaching and learning process of the listening skill students do not get 90% of what is being said to build up their confidence, such as identifying the name of a famous person or spotting something that is mentioned many times. (Case, A. 2008) Students try to understand every single word, they find completely difficult to figure out what was being said by the time they remember what it means, but it can also happen with words students are trying to work out that sound similar to something in their language. They have difficulty with their listening comprehension and to find the details of the recording. Students try to understand words from the context they have heard many times before and try to guess the meaning of once and for all.

Also, it is of great relevance to say that after having observed the English classes at "Pío Jaramillo Alvarado" High School it was seen that students have problems in recognizing details and in listening comprehension because they do not understand what they hear and they do not dare to ask the teacher to repeat the dialogues, they feel uncomfortable when they have to participate in the listening activities. Besides, they are too shy to say something incorrect. Also, students are not good at listening because they do not have the chance to practice their listening skill in/or outside the classroom. They respond to the teacher only when they are called upon and the learning atmosphere is individualistic. This is why

the issues before pointed out make the researcher consider which tools teachers can use in the classroom to assess and develop the listening skill, finding out that checklists as a self-assessment tool could be appropriate for the subject to be solved. They are great tools to assess students' progress and provide students with opportunities to improve any limitation they face.

Research problem

How does the use of self-assessment checklists as a tool help students to improve the listening skill?

Delimitation of the research

Temporal: The research work will be carried out during the academic year September 2014 – July 2015.

Spatial: The physical space of the research is constituted at “Pío Jaramillo Alvarado” Experimental High School, located in Loja city.

Observation Unit: During the research work it is necessary to include in the process the following people:

- English Teacher
- Students

Sub problems:

- What kind of theoretical references about listening skill and checklist as a self-assessment tool are appropriate to help 1st year students of Bachillerato at Pío Jaramillo Alvarado Experimental High School?

- What are the problems that 1st year students of Bachillerato face in the listening skill?
- What are the important phases of the intervention plan that address the current problems of listening skill of students of 1st year of Bachillerato?
- How do self-assessment checklists as part of the activities in class solve the listening problems of the students of 1st year of Bachillerato?
- What was the effect that the use of self-assessment checklists had on students' listening skill?

c. JUSTIFICATION

The research work the use of self-assessment checklists as a tool to improve the listening skill was chosen because of it offers a list of questions that will enable learners to assess their progress and to notice the improvement they could achieve in the listening skill. Checklists are useful tools which help to keep students concentrated on the tasks and allow them to take responsibility for their own learning through self-evaluation.

The implementation of the research work might provide to students an interesting way to assess their listening abilities by themselves. This is because self-assessment checklists are great tools to use in class, to observe the students' behavior, to assess students' abilities, and to note the ending of a task. Also, self-assessment checklists are adaptable tools focused on the students' needs and interests and offer a pathway to accomplishing complex tasks.

This research work is an important requirement at Universidad Nacional de Loja to get the Bachelor's Degree in Science of Education, English Language Specialization and to the accreditation of the subject. In addition, it will contribute to solve problems found in the Public High School, helping of one way or another to the improvement of the Ecuadorian Education.

d. OBJECTIVES

General Objective:

- To improve the listening skill through the use of checklists as a self-assessment tool among 1st year students of Bachillerato, at Pío Jaramillo Alvarado Experimental High School.

Specific Objectives:

- To investigate the theoretical references about listening and self-assessment checklists as an alternative to help 1st year students of Bachillerato, at Pío Jaramillo Alvarado Experimental High School.
- To diagnose the issues that limit the development of listening skills with 1st year students of Bachillerato through a pre-test.
- To elaborate a plan with the implementation of self-assessment checklists to improve the students' listening skills.
- To execute the plan using checklists as a self-assessment tool in order to solve students' problems in their listening skills.
- To prove the effectiveness that the use of self-assessment checklists had on the students' listening skills through a post-test.

e. THEORETICAL FRAME

Listening

What is listening?

"Listening" is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. Like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

To become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. **English Club, (2014)**

Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

Rost, (2002)

Also, He defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners matches what they hear with what they already know. People spend much more of their time listening than speaking, reading and writing, and yet they remember relatively little of what they hear. After only a few days, only about 25% of a brief discussion will be retained. Research shows that improved listening skills can be learned.

Listening is one of the four core skills of language acquisition. The other three are speaking, reading and writing. Listening and reading are passive or receptive skills; speaking and writing are productive or active skills. Listening is how a baby first starts to become aware of language, so it is clearly important for learners of any language. What's more, in a study in 1950 which is still cited today, it was found that 45% of communication was listening, 30% speaking, 16% reading and 9% writing.

Why is listening important?

As a language teacher and as a learner of other languages, we need to think of reasons why listening is important. Listening is also important because it:

- Occupies a big chunk of the time we spend communicating in the language. Think about the times you spend listening to others speak or listening to songs, news, lectures, YouTube, etc.
- Provides input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.
- Promotes non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

As language teachers, we need to think of how we can incorporate listening into our teaching and provide opportunities both inside and outside the classroom for our students to be exposed to significant listening input. However, this represents a challenge as we shall see in the following section.

Challenges in Teaching Listening

Think of your own experience as a language learner. To what extent were you engaged in listening activities inside class? In homework assignments?. To what extent were you asked to do extensive listening the same way you were asked to do extensive reading?

Language teachers talk about their lack of experience with the listening skill in the classroom. For learners, listening presents a challenge for a variety of reasons, among which are the following:

- **Listening involves multiple modes:** Listening involves the interpersonal and interpretive modes of communication. It requires the listener to assume either a participative role in face-to-face conversations, or non-participative roles.
- **Listening involves all varieties of language:** In addition to listening to lectures and presentations in academic and formal settings, learners have also to partake or listen to exchanges that involve various levels of colloquialism.
- **Listening involves "altered" and "reduced" language forms:** In addition to dealing with the vocabulary and structures of the language, listeners have to learn to comprehend reduced forms of the language.
- **Listening involves variable rates of delivery:** Unlike a reading text that is at the learner's control, a listening text is constantly moving and at variable speeds that often cannot be controlled by the listener.

Because of all these factors, listening activities often create high levels of anxiety and stress among learners that can interfere with comprehension. For teachers as well, addressing listening in the language classroom poses some challenges. As a language teacher, one of your tasks will be to develop a vision of where listening fits within your teaching. **Al-Batal Mahmoud, at Austin UT, (2010)**

Teaching Listening

Reasons for Listening

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media. Anything we can do to make that easier will be useful for them. This is especially important since, the way people speak is often significantly different from the way they write.

Listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech. The more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen.

One of the main sources of listening for students is the voice of their teacher. However, it is important, where possible, for students to be exposed to more than just that one voice, with all its idiosyncrasies. And if there are many **regional varieties** in just one country. Students need to be exposed to different English, but teachers need to exercise judgment about the number and degree of the varieties which they hear. A lot will depend on the students' level of competence, and on what variety or varieties they have so far been exposed to. **Harmer Jeremy, (2011)**

Listening Principles

Principle 1: Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening - and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (via the Internet, podcasts, CDs, tapes, etc).

Principle 2: Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming.

This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are *engaged* with the topic and the task and really want to listen.

Principle 3: Once may not be enough.

There are almost no occasions when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time - and we may well want them to have a chance to *study* some of the language features on the tape. In the case of live listening, students should be encouraged to ask for repetition and clarification when they need it. The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is (see *Principle 5*) so that subsequent listenings are easier for

them. For subsequent listening, we may stop the audio track at various points, or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

Principle 4: Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students. Questions such as 'Do you agree with what they say?' and 'Did you find the listening interesting? Why?' are just as important as questions like 'What language did she use to invite him?' However, any listening material is also useful for studying language use and a range of pronunciation issues.

Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task(s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful - and the stress associated with listening can be reduced. Later listening, however, may focus in on detailed information, language use or pronunciation, etc. It will be the teacher's job to help students to focus on what they are listening for.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text - and if they themselves have spent time choosing and preparing the listening

sequence - then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after an initial listening, the teacher can play a track again for various kinds of *study* before using the subject matter, situation or audioscript for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself. **Harmer Jeremy, (2011)**

More Listening Suggestions

Jigsaw listening: in three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc).

Jigsaw listening is useful because it gives to students a purpose for listening, a goal to aim for solving a mystery, or understanding all the facts. However, it obviously depends on whether students have access to three different tape or CD players, or computer-delivered listening material.

Message-taking: students listen to a phone message being given. They have to write down the message on a message pad. There are many other kinds of message that students can listen to. For example, they might hear the message on an answer phone, or a gallery guide (where they have to identify which pictures are being talked about), or messages about how to place an order. In each case, they have to respond in some way. It is also appropriate for students to listen to

announcements in airports and on railway stations which they can match with pictures or respond to by saying what they are going to do next.

Music and sound effects: although most audio tracks consist of speech, we can also use music and **sound effects**. Songs are very useful because, if we choose them well, they can be very engaging. Students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey. We can use instrumental music to get students in the right mood, or as a stimulus for any number of creative tasks (imagining film scenes, responding to mood and atmosphere, saying what the music is describing, etc). The same is true of sound effects, which students can listen to in order to build up a story.

News and other radio genres: students listen to a news broadcast and have to say which topics from a list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into chart or graph form.

Other genres which students get benefit from are radio commercials (they have to match commercials with pictures or say why one - on safety - is different from the rest - which are trying to sell things), radio phone-ins (where they can match speakers to topics) and any number of games and quizzes. In all of the above cases, the degree of authenticity will depend on the level of the radio extract and the level of the students.

Poetry: poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey (or what colour they suggest to them). They can hear a poem and then try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur. One way of getting students to predict what they are going to hear is to give them the titles of three poems and then ask them to guess what words the poems will contain. As a result, when they listen, they are eager to see if they are right, and awake to the possibilities of what the poem might be like.

Stories: a major speaking genre is storytelling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version. A variation on this technique is to stop the story at various points and say ‘What do you think happens next?’ before continuing. These techniques are appropriate for children and adults alike. Some of the best stories for students to listen to are when people are talking more or less informally (like Diana Hayden on pages 140-141). But it is also good to let them hear well-read extracts from books; we can get them to say which book they think the extract comes from, or decide what kind of book it is (horror, romance, thriller, etc) **Harmer Jeremy, (2011)**

Listening skills

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students may well have to use several of these skills in the course of a single listening activity.

Listening for the main idea - students listen to identify the overall ideas expressed in the whole recording.

Listening for details – In order to listen well to details, students must be attentive to what is being articulated. Hence learners must have a good grasp of the sounds in the English language. Also look out for words that are *emphasized*: These are words that convey important information.

Listening for details is particularly important when people have to act according to what is being said. If a person hear the sentence "Give me the tyre" as "Give me the fire", he/she might end up burning his/her hands! Those who listen carefully to instructions do not miss anything and are able to complete a task successfully.

Listening for specific information – students listen for particular information at word level.

Predicting – students try to guess key information contained in the recording before they listen.

Inferring meaning – students listen to identify the difference between what the speaker says and what they actually mean.

Identifying emotion – students listen to identify the mood of certain speakers.

Listening for opinions – students listen to identify the attitude of certain speakers.

Inferring relationships – students listen to identify who the people are in the recording and what the relationship is between them.

Recognizing context – students listen to aural and contextual clues to identify where the conversation takes place, who is speaking, etc. **Miles Craven, (2000 – 2015)**

Listening Comprehension - Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.

Listening comprehension can also involve the prosody with which utterances are spoken (Which can, e.g., change intended meaning from a statement to a question), and making relevant inferences based on context, real-world knowledge, and speaker-specific attributes (e.g., to what information the speaker has access and about what he/she is likely to be talking). For longer stretches of language or discourse, listening comprehension also involves significant memory demands to keep track of causal relationships expressed within the discourse.

Aparna Nadig, (2013)

Kinds of listening

- **Intensive Listening**

Intensive Listening activities focus the students' attention on language form. The aim of Intensive Listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning.

Because this kind of listening involves an appreciation of how form affects meaning. Intensive Listening activities must be contextualized, placed in a real or easily imagined situation. In this way, all students even beginners can practice intensive listening in a context of language use, from which it is most likely to transfer to "real life" listening situations.

Because Intensive Listening (IL) activities require attention to specific *contrasts* of form grammatical, lexical, or phonological the teacher can easily adapt the activities to more proficient students by increasing the complexity of the language forms. Students at all levels of language proficiency will benefit from intensive listening activities. Beginning students may benefit from these activities most when they are used as warm-ups for activities from the attentive listening section. More advanced students will benefit from intensive listening activities that are targeted at particular problems of language analysis (grammar, vocabulary, or sounds) which they are working on. **Michael Rost, (December 30th, 2011)**

- **Extensive Listening**

Extensive Listening (EL) is a way to improve your listening fluency. But what is listening fluency? When you learn a language, there are two things you need to do. First, you need to learn the grammar and the vocabulary and so on. Most people practice with grammar books and vocabulary books and by learning for tests by analyzing the words and grammar in detail – learning their rules and how they work. To be a good language *user* you have to know how to use the language. And that means practice actually getting on the road and driving the car – actually listening, reading, writing and speaking English.

The second thing you need to learn is how the grammar and vocabulary go together to make communicative messages and how they live and breathe as a living thing. The best way to do this is to read or listen to language which you understand. If you understand almost all of the text you listen to, you can build your word recognition speed, you will notice more uses of grammar points, more collocations and generally your brain will be working very effectively. The listening, provided it is done at the correct level, will also help improve automatic processing of language (immediate and fluency processing) which allows your working memory to concentrate on comprehending what you are listening to.

So, building fluency means building your listening speed. This means being able to understand almost everything you are listening to at the level you are listening. A beginner level student would listen to something with very few unknown words and the simplest of grammar. An intermediate level listener would choose a listening text that had a wider range of vocabulary and grammar,

but, importantly it is still quite easy. So the important point here is that ‘difficulty’ is NOT a property of a text, but of the listener. A given text may be easy for one person, but the same text may not be easy for another. Therefore one’s ability level decides whether a given listening text is easy or not.

Extensive Listening (EL) involves:

- Listening to (or being involved in) massive amounts of text.
- Text which learners can understand reasonably smoothly.
- High levels of comprehension.
- Listening without being constrained by pre-set questions or tasks.
- Listening at or below one’s comfortable fluent listening ability.

Extensive Listening (EL) is NOT:

- Listening for specific information.
- Listening for the exact words of a phrase or expression.
- Listening for details.
- Listening to a mimic text.

These are intensive listening exercises aimed at improving specific skills or answering pre-determined questions.

Why would we do it?

- To improve our automaticity in recognizing spoken text.
- To enjoy the listening (the aim is not to study the text intensively).
- To practice the listening skill.

- For knock on effects such as tuning into pronunciation and noticing intonation patterns. **ER-Central, Prospus (2012)**

Types of listening

Most people, most of the time, take listening for granted, it is something that just happens. It is only when you stop to think about listening and what it entails that you begin to realize that listening is in fact an important skill that needs to be nurtured and developed.

General Listening Types:

The two main types of listening are:

- ✓ Discriminative Listening
- ✓ Comprehensive Listening

- **Discriminative Listening**

Discriminative listening is first developed at a very early age – perhaps even before birth, in the womb. This is the most basic form of listening and does not involve the understanding of the meaning of words or phrases but merely the different sounds that are produced. In early childhood, for example, a distinction is made between the sounds of the voices of the parents – the voice of the father sounds different to that of the mother.

Discriminative listening develops through childhood and into adulthood. As we grow older and develop and gain more life experience, our ability to distinguish between different sounds is improved. Not only can we recognize

different voices, but we also develop the ability to recognize subtle differences in the way that sounds are made.

Being able to distinguish the subtleties of sound made by somebody who is happy or sad, angry or stressed, for example, recognizing somebody is sad despite what they are saying or how they are saying it. Because, when discriminative listening skills are combined with visual stimuli the resulting ability to 'listen' to body-language enables people to understand the message more fully.

- **Comprehensive Listening**

Comprehensive listening involves understanding the message or messages that are being communicated. Like discriminative listening, comprehensive listening is fundamental to all listening sub-types.

In order to be able use comprehensive listening and therefore gain understanding the listener first needs appropriate vocabulary and language skills. Comprehensive listening is further complicated by the fact that two different people listening to the same thing may understand the message in two different ways. This problem can be multiplied in a group setting, like a classroom or business meeting where numerous different meanings can be derived from what has been said. **SkillsYouNeed.com, (2011)**

Developing listening activities

Define the activity's instructional goal and type of response

- Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions
- Orientation: Determining the major facts about a message, such as topic, text type, setting
 - a. Main idea comprehension: Identifying the higher-order ideas.
 - b. Detail comprehension: Identifying supporting details.
 - c. Replication: Reproducing the message orally or in writing.

Check the level of difficulty of the listening text

- How is the information organized?
- Does the story line, narrative, or instruction conform to familiar expectations?
- How familiar are the students with the topic?
- Does the text contain redundancy?
- Does the text involve multiple individuals and objects?
- Are they clearly differentiated?
- Does the text offer visual support to aid in the interpretation of what the listeners hear?

Use pre-listening activities to prepare students for what they are going to hear or view

- Assess students' background knowledge of the topic and linguistic content of the text
- Provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess.
- Clarify any cultural information which may be necessary to comprehend the passage, make students aware of the type of text they will be listening to, the role they will play, and the purpose(s) for which they will be listening.
- Provide opportunities for group or collaborative work and for background reading or class discussion activities.

Match while-listening activities to the instructional goal, the listening purpose, and students' proficiency level

- If students are to complete a written task during or immediately after listening, allow them to read through it before listening.
- Keep writing to a minimum during listening.
- Organize activities so that they guide listeners through the text.
- Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole.
- Use predicting to encourage students to monitor their comprehension as they listen.

- Give immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect. **National Capital Language Resource Center (NCLRC), Washington, DC (2004)**

Obstacles to listening

It is important to be aware of the obstacles to listening in the classroom. You should be aware that all the people in the classroom, are filtering and interpreting every word through a personal screen of attitudes, values, assumptions, judgements, past experiences and strong feelings. The obstacles to listening are:

Anxiety and Distraction

Listening, like learning, is difficult in an atmosphere of anxiety, tension or boredom. At some stage, all students will feel some degree of anxiety, and for some it can be a disabling experience, preventing them from listening, learning and participating in the classroom.

The student's anxiety may be social, caused by fear of other students or of the teacher or it may be caused by a fear of academic failure. It is important to identify the cause/s of the anxiety which will help the student to relax and listen. Teachers should also be aware that all students learn in different ways, some being extroverted and outgoing while others choose not to participate actively in group discussions or role plays. Both learning styles indicate that students learn in their own preferable unique way.

Boredom and the need to seek distraction are also typical impediments affecting good listening in the classroom. It is easy to blame the student for their lack of interest, but you should also evaluate your teaching strategies, classroom environment, size of the group, cultural mix of the participants, age of the students, life experiences of individual people, and goals of each person when asking yourself questions about why listening is not naturally occurring.

Language Problems

Many classrooms have at least some students from Non-English speaking backgrounds whose native language is not English. Some students with English as a second language may find it difficult to comprehend aspects of learning, but teachers should attempt to spend some quality time with each of these students, so as to establish a good liaison and achieve a better understanding of their particular individual needs. If teachers are to build constructive relationships with ALL their students, they must get to know their students by spending quality time with them, while attempting to learn ways to enhance communication between different people.

Attitude, Tone and Words

At some stage during the day, students' concentration will fade. They may be tired, hungry, thirsty, and uncomfortable, disturbed by noise, cold or heat, or simply distracted by some personal matter. Concentration is lost or minimized under any such conditions. Under these circumstances, teachers may need to re-examine their learning program and include relaxation exercises, group games or other transition activities designed to keep student motivation levels at an

acceptable level. Diverting from planned activities for a brief time may be enough to re-energize the group and help them to keep focused and in tune with the learning. **ACS Distance Education, (2011)**

The listening process

As a communicator, the listener engages in a sequence of behaviors that are generally accepted to characterize the decoding process: receiving; attending; perceiving; interpreting; and responding.

The complex listening process includes reception, attention, perception, interpretation, and responding.

Receiving

The listener receives messages. During reception, the listener employs auditory and visual sensory receptors. The auditory reception of the message is itself a detailed process involving the intricate hearing mechanism. Problems with the hearing mechanism can compound the receptive process.

Attending

After the message has been received through auditory and visual channels, it must be attended to in the working memory. At this point, the listener is required to focus on the auditory and/or the visual stimuli and concentrate on the message received. A listener's ability to attend to a message is influenced significantly by attention energy.

Perceiving

Attention to the message is affected not only by the listener's energy in the short-term memory system but also by the listener's perceptual filter. The perceptual filter serves to screen the stimulus so that one's predispositions alter the message received. The listener's frame of reference—all of one's background, experience, roles, and mental and physical states—makes up the perceptual filter.

The frame of reference establishes the perceptual expectations that listeners bring to the communication so that, essentially, we see and hear what we want to see and hear. The listener who understands how the frame of reference shapes his or her listening behavior can function at a more sophisticated level.

Interpreting

Once the message has been received and perceived by the listener through the auditory, visual, and attention processors, the message must be interpreted by the listener. This stage of the listening process involves fitting the verbal and/or nonverbal messages into the proper linguistic categories stored in the brain and then interpreting the messages for their meanings.

As the message is processed, it is analyzed, visualized, and associated according to the linguistic categories in the long-term memory store. As individuals are called on to handle a vast amount of information during the course of any given day, techniques to process and recall information become critical.

Responding

After assigning one's own meaning to the message, the listener responds to it. This phase of the listening process involves moving the received, attended to, and interpreted message for potential retrieval. As memory development specialists stress, retention requires strategy.

The listener's response also is external, manifested in the feedback that the listener provides to the source of the message. Though listening constitutes an intricate internal process, attention to feedback is essential to good listening.

Wolvin, Andrew. (2009 – 2012)

Listening strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Learning strategies are useful tools for students because they open up more reliable and less frustrating routes to language learning success. In particular, the use of listening strategies can make authentic texts more accessible in the early stages of learning a language.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

Top-down strategies include:

- Listening for the main idea

- Predicting
- Drawing inferences
- Summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns
- Strategic listeners also use metacognitive strategies to plan, monitor, and evaluate their listening.
- Plan by deciding which listening strategies will serve best.
- Monitor their comprehension and the effectiveness of the selected strategies.
- Evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one. **National Capital Language Resource Center (NCLRC), (2004)**

Techniques for teaching listening

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Focus: The Listening Process

To accomplish this goal, instructors focus on the process of listening rather than on its product. By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating Metacognitive Strategies

Before listening: Plan for the listening task

- Set a purpose or decide in advance what to listen for.
- Decide if more linguistic or background knowledge is needed.
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During listening: Monitor comprehension

- Verify predictions and check for inaccurate guesses.
- Decide what is and is not important to understand.
- Listen/view again to check comprehension.
- Ask for help.

After listening: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area.
- Evaluate overall progress in listening and in particular types of listening tasks.
- Decide if the strategies used were appropriate for the purpose and for the task.
- Modify strategies if necessary.

Using Authentic Materials and Situations

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

One-Way Communication

Materials:

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings

Two-Way Communication

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens. **National Capital Language Resource Center (NCLRC). (2004)**

Types of questions to evaluate students' Listening skill

There are six types of questions which can be used to evaluate students' listening skill.

Question Type 1 – Multiple choices

This type of question is a question with three possible answers or the first half of a sentence with three possible sentence endings. Students have to choose one correct answer, A, B or C, and then write the correct letter on the answer sheet.

Sometimes this kind of question gives a longer list of possible answers and students have to choose more than one answer.

Learners should read the question carefully to check how many answers they need to choose. This type of question tests many listening skills, e.g. a detailed understanding of specific points, or general understanding of the main points of the recording.

Question Type 2 – Matching

In this type of question, Learners have to match a list of items from the recording to a list of options on the question paper, and then write the correct letter on the answer sheet.

This type of question assesses the following abilities:

- Listen for detailed information.
- Follow a conversation between two people.
- Recognize how facts in the recording are connected to each other.

Question Type 3 – Plan/map/diagram labeling

In this question, students have to complete labels on a visual which may be:

- A diagram (e.g. a piece of equipment)
- A set of pictures
- A plan (e.g. of a building)
- A map (e.g. of part of a town)

Learners may have to:

- Select their answers from a list on the question paper, then write the correct letter on the answer sheet.
- Select words from the recording which fit into gaps on the question paper. In this case, they will need to keep to the word limit given in the instructions.

Students do not have to change the words in the recording in any way.

Question type 4 – form/note/table/flow chart/summary completion

Students have to fill in gaps in an outline of part or all of the recording. The outline will focus on the main ideas/facts in the recording and may be:

- A form: often used for facts, such as names.
- A set of notes: used to summarize information and show how different points relate to one another.
- A table: used to summarize information that can be divided into clear categories, e.g. place/time/price.
- A flow chart: used to summarize the stages in a process, with the direction of the process shown by arrows.

This type of question focuses on the main points the person listening would naturally write down.

Question type 5 – sentence completion

In this question, learners have to read sentences that summarize important information from either all of the listening text or from one part of it. They have to fill in a gap in each sentence using information from the recording.

This type of question focuses on students' ability to identify the important information in a recording. They may also need to understand relationships between ideas/facts/events, such as cause and effect.

Question type 6 – short-answer questions

In this question, learners have to read a question and write a short answer using information from the recording. This type of question focuses on the ability to listen for facts, such as places, prices or times, heard in the recording.

(International English Language Testing System , 2009)

Checklist

What is a checklist?

A checklist is a list of items you need to verify, check or inspect and they are used in every imaginable field. Using a checklist allows you to ensure you do not forget any important steps. You should verify you are meeting the intent of every item on your checklist and possibly take notes, photos, audio, video or audio recordings related to that item. **Brun, Jonathan October, 12th (2011)**

Checklists contain a list of behaviors or specific steps, which can be marked as Present/Absent, Complete/Incomplete, Yes /No, etc. In some cases, a teacher will use a checklist to observe the students. In other cases, students use checklists to ensure that they have completed all of the steps and considered all of the possibilities. They help to provide structure for students and they are great tools to use when you want to note the completion of a task, but do not need to assign a rating scale.

Checklists can be created in word processors, spreadsheets, or by using online tools such as the Checklist Maker at Project-Based Learning. The use of checklists keeps students on track and allows them to take responsibility for their own learning through peer- and self-evaluation. **ALTEC at the University of Kansas, (2000 - 2009).**

Steps to develop any kind of checklist

- **Make each item clear and concise** - It is important that each item on your checklist is easily understood by the person using the checklist. What is a checklist if no one can understand it? Each item should also be concise to ensure it is as easy to use as possible.
- **Group your items by category** - Short checklists do not need categories, but longer ones can quickly get out of hand. By organizing your items in categories, you can quickly navigate to the portion of the checklist that you are working on. Do not over organize and be sure to use simple category names to ensure you can quickly find the checklist item you are looking for.
- **Make each item actionable** - This is very important. The power of a checklist is that you can take action on each item and ensure you are meeting the intent of that item. By breaking down items into action, you make your checklist much more powerful.
- **Don't skip anything on the list** - What is the purpose of a checklist if you skip questions or categories? It is important that your checklist be used fully each time, if you find yourself skipping questions, you should ask if the checklist is properly formatted for your purposes.
- **Ensure your notes, evidence or other results are used to improve performance** - For each item, you can reply in the affirmative (yes), negative (no), not applicable (n/a) or mark as incomplete. You should also be sure to take notes that indicate what could be improved. If applicable, photos, video or audio evidence should augment your checklist findings. Lastly, you can always

identify next steps for correcting any items you have had trouble with. And remember, a checklist should constantly be improved as you use it. **Brun, Jonathan, (October 12th, 2011)**

Types of checklists

Assessment checklist

An assessment checklist has been provided for the purposes of formative assessment and feedback, as well as to provide evidence of learning for use with parents and other stakeholders if desired. It is strongly recommended that the checklist be given to students prior to the commencement of the inquiry in order to provide them with guidelines on what they are required to do. Students should be made familiar with this checklist which will, at times, necessitate the teacher unpacking the content with them.

The checklist can be used to guide open and transparent assessment, helping students to see ahead of time what is required of them and enabling teachers to focus on the important aspects of an inquiry.

Using the assessment checklist

Self-assessment can be used by students to monitor and reflect upon their own learning, act as a conversation starter between teacher and student or be a means of refocusing students. Students may also use it to reflect upon weaknesses and areas they need to develop further. The assessment by the teacher may be done as an interim guide as tasks are being completed, for the purpose of providing

essential feedback to students on their progress. Of course, it may also be used as a formal assessment tool. The checklist can be a useful tracker of student progress to monitor on-task behavior through the dating or signing of each task.

The checklist does not have to be used the same way each time. For example, the students may use the first column to monitor their own learning and have the teacher sign off each task as checked. The columns have been deliberately left blank to enable use for many purposes; however, grades such as AE, smiley or sad faces or ticks may be used depending upon what fits with current practice in your classroom and school. **Allmond, Wells. Makar (2010)**

Learner self-assessment checklists

- The teacher assessment checklists can be adapted and given to learners so they can assess their own progress
- The way you word each checklist will depend on the age and the proficiency of the learner
- A younger learner at level 1 might have just a few simple 'I can' statements in English; too many things to check at once could be overwhelming
- An older learner at a higher level might have a more sophisticated set of 'I can' statements in either English or in another language.
- Learners could discuss their progress with the various items on the list and fill the checklists in with a partner
- For younger learners you might replace the 1-2-3 rating with a simple tick box, so the learners do not have to do much writing

- Teachers can help young learners by writing down their ‘say more’ comments for them. **TKI/Te reo Māori, New Zealand, (2010)**

Listening checklist

Listening skills are not something that we can see, they are difficult to assess. This checklist offers a catalogue of skills and behaviors that will enable you to assess your child’s listening skills.

Receptive Listening

This is listening which is directed outward. It keeps us attuned to the world around us, to what’s going on at home, at work or in the classroom.

- Short attention span
- Easily distracted from a task
- Misinterpretation of questions
- Confusion of similar sounding words
- Frequent need for repetition
- Inability to follow a series of instructions

Expressive Listening

This is listening that is directed within. We use it to control our voice when we speak and sing and our eyes when we read or write.

- Flat and monotonous voice
- Hesitant speech
- Weak vocabulary
- Poor sentence structure

- Overuse of stereotyped expressions
- Inability to sing in tune
- Confusion or reversal of letters
- Difficulty with reading
- Poor spelling
- Poor motor Skills **Paul Madaule, (2007)**

How a simple checklist can improve learning

Checklists are crucial for projects that require sequential steps or a series of tasks. As Atul Gawande points out in his book “Checklist Manifesto,” checklists break down complex tasks and also ensure consistency and efficiency if more than one person is working on a project. If checklists are so effective for airline pilots, skyscraper construction teams, and heart surgeons, why should not students use them as well?

Checklists can benefit students in the following ways:

- For younger students, simple, task-based checklists can help them become accustomed to following steps, adding order to the relative chaos of learning, and offering a pathway to accomplishing complex tasks. For older students, they can do all of the above, and also serve as memory aids as they work on unfamiliar or complicated tasks.
- Checklists help students feel in control and hold them accountable by removing obstacles to success such as “I did not know we were supposed to do that,” or “I forgot to do that part.”

- Checklists keep students on task. Rather than losing focus and forgetting where they left off or abandoning the task all together, they always know where they are in a task or project. (Or should know.)
- Checklists can help communicate the details or goals of an assignment or project to other teachers, parents, or relevant community members.

Improving Metacognition

“Used effectively, checklists can help students develop metacognitive awareness of their intellectual processes,” Rowlands explained. Metacognitive awareness is essentially people’s understanding of both the process of learning and how they can optimize their learning of certain knowledge or skills. Any checklist you use in the classroom should be a flexible document that adapts to the needs of your students. Remember to visit your checklist with a critical eye frequently to make sure it is still working for you and your class. As you work through your checklist and realize ways to make it better, take the time to do so. Ask for feedback from your students as you implement new checklists to ensure that they are working as effective learning tools. **Kristin Marino, University of Nevada, (2013)**

Using checklists to improve teaching and learning

Personal and collective responsibilities are important features of this practice. When teams use short, focused checks of vital processes at crucial stages in their work, every team member is clear about what has to be done and high-quality performance is maintained.

Using checklists in teaching practice

If we apply Gawande's research and recommendations to teaching, we can see that teaching poses a mix of simple, complicated and complex problems.

- **Simple** problems have recipes because mastering a few basic techniques brings a high likelihood of success.
- **Complicated** problems have no straightforward recipe, require many people and areas of expertise, and frequently throw up unanticipated difficulties.
- **Complex** problems are unique, such that expertise is valuable but not sufficient and outcomes are highly uncertain, so they require systematic, collaborative checking processes focusing on vital matters of understanding and practice.

The function of a checklist is to express the best up-to-date knowledge about how to solve problems, particularly complicated and complex ones.

For collecting and interpreting pupils' views

- Ask a representative sample of pupils to give their views.

- Use a mix of methods, for example one-to-one conversations, focus groups, established forms of representation such as school council and working parties, perhaps questionnaires.
- Tell your pupils why you value their views and what you will do with what you find out.

For colleagues' collaboration with one another and others

The function of a checklist is to express the best up-to-date knowledge about how to solve problems, particularly complicated and complex ones.

- Have resources and processes to support colleagues in peer observations as part of their continuing professional development.
- Have routines and scheduled occasions that enable colleagues to develop portfolios of pupils' work. These have a formative value in showing your pupils what they can aim for, a professional value as a resource for colleagues, and a value in your being accountable for the standards your pupils achieve.
- Establish and maintain relationships with partner schools and organizations, including teacher training, so colleagues' innovation and sharing of practice are facilitated.

You give people room to adapt, based on their experience and expertise. All you ask is that they talk to one another and take responsibility. **John Blanchard,**
(25 Apr 2013)

The power and uses of checklists for teachers and administrators

Checklists are a simple but powerful way to improve individual and group performance. They are declarations of standards that ensure that important tasks are completed. By routinizing certain procedures, checklists ensure that higher-order mental processes are available for complex, non-routine events, which is why they are regularly used by surgeons and airplane pilots, as well as by those engaged in other demanding occupations.

- Checklists can help experts remember how to manage a complex process. They can make priorities clear and prompt people to function better as a team.”
- Checklists have a number of important applications in school settings:
- Checklists could be used by teachers in preparing lessons, like this checklist for project-based learning.
- Checklists could be used by principals and teacher leaders in preparing for faculty or team meetings based on the ingredients of successful faculty meetings that I offered in this post.
- Checklists could be used to increase influence using the elements contained in the SUCCESS acronym as a guide (see my previous post).
- Checklists could be used in developing both long-range and short-term professional learning plans for schools and school systems. Here are a few things that might be included on such a checklist. **Dennis Sparks, (April 25, 2013)**

The benefits of using checklists

Do you have tasks that you need to do again and again? If you do, how do you make sure that you do them correctly every time? One good solution, as it has been proven in many fields, is to use checklists.

The reason why checklists are good is simple: it is easy for us to forget things. When you do something that involves multiple steps, it is likely that you would forget one or two of them. Using checklists ensures that you will not forget anything. So, if you do something again and again, and want to do it right every time, use a checklist. Besides helping you do your task correctly every time, here are some other benefits of using a checklist:

- You can save your brain power for more creative things.
- Since you do not have to remember all the steps you need to take, you can use your brain power for something more creative.
- You can save time.
- You do not need to spend time remembering the steps, so you can devote the entire time on doing the task.
- You can delegate more easily.
- If you ever want to delegate the task (for example, through outsourcing), your checklist will make it easier for you to do it. By giving the checklist to the person you delegate to, you can describe exactly what you want. **Live Optimizer, (2015).**

What is self-assessment?

Self-assessment is simply a matter of having students identify strengths and weaknesses in their own work and revise accordingly. Effective self-assessment involves students comparing their work to clear standards and generating feedback for themselves about where they need to make improvements. It is a tool that can promote learning if it is used while the learning is taking place. In order for self-assessment to be effective, students must be able to use their self-generated feedback to revise and improve their work before it is due for grading. After students self-assess and revise their work, they can turn it in for a grade.

Effective self-assessment involves at least three steps:

1. Clear Performance Targets

In order for self-assessment to be effective, students must have clear targets to work toward. In other words, students must know what counts!

Clear criteria for assignments that will be graded should be made available to students before work on the task begins. The assessment criteria can be created by the teacher or co-created with students. The criteria can be arranged in a simple checklist or in a rubric.

2. Checking Progress Toward the Targets

This is where the actual self-assessment takes place. Once students know the performance targets (step 1), they create a draft of the assignment, compare the draft to the targets, and identify areas of strength and areas for improvement.

3. Revision

Using the self-generated feedback from step 2, students revise their draft, trying to close the gaps between their work and the targets. This step is crucial. If students do not have the chance to revise and improve their work, and possibly their grades, they are unlikely to take the self-assessment process seriously.

Georgia Brooke and Heidi Andrade (April, 2013)

How does self-assessment support students learning?

- It enables students to take responsibility for their learning and positions the assessment task as being for learning.
- It allows students to engage in critical self-reflection on their own learning, that is an essential aspect of their academic and personal development.
- It provides explicit opportunities for students to reflect on their presentations, essays and problem sets, and allows them to critically engage with their work, identifying strengths as well as areas for further development.
- It enhances students' ability to self-regulate their learning by allowing them to assess their own work and understand how to close the gap from current to desired performance. This is crucial in developing students as independent critical thinkers.

Using checklists

Process: Students are asked to check their own work against a checklist developed from the assignment guidelines and to submit it together with the assignment. **LSE Teaching and Learning Centre, (October 2012)**

Advantages and disadvantages of checklists

A checklist is a predetermined list of criteria against which the recorder answers yes or no. Checklists are highly selective, only giving the recorder the opportunity to record a decision concerning the criterion. Also, it is an effective tool to share with parents. It shows the sequence of developmental progress. Checklists measure progress and they can be used as a curriculum planning tool for individualizing the curriculum.

Advantages of Checklists

- Checklists provide you with a roadmap of the trajectory your work will take.
- They organize what should be accomplished so that nothing is left behind.
- Checklists give a sense of priority to the things that need to be done first.
- They also help you attain your objectives and plan for next ones.
- Checklists are time and labor efficient.
- They are comprehensive (it may cover many developmental areas)
- Checklists are documentations of development.
- Checklist is individual documentation on each child.
- The checklist is a clear illustration of the developmental continuum.

Disadvantages of Checklists

- The checklist loses details of the event.
- The checklist may be biased by the recorder.
- The checklist depends on the criteria to be clearly observable.
- The checklist may have many items to check making it time consuming.**Barbara A. Nilsen, (2011)**

Elements for successful language learning (ESA)

Engage (E)

Activities and materials which frequently engage students include: games (depending on the age of the learners and the type of game), music, discussions (when handled challengingly), stimulating pictures, dramatic stories, amusing anecdotes, etc. The reason why this element is so important in teaching sequences, therefore, is that when students are properly engaged, their involvement in the study and activation stages is likely to be far more pronounced, and, as a result, the benefit they get from these will be considerably greater.

Study (S)

Study activities are those where the students are asked to focus on the **construction** of something, whether it is the language itself, the ways in which it is used or how it sounds and looks. Study activities can range from the focus on and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from the examination and practice of a verb tense to the study of a transcript of informal speech in order to discuss spoken style.

Activate (A)

This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can. We will not be asking them to focus on the use of a particular structure, or to try to use words from a list we give them. The objective in an activate activity is for them to use *all* and *any* language which may be appropriate for a given situation or topic. In this

way, students get a chance to try out real language use with little or no restriction - a kind of rehearsal for the real world.

All three ESA elements need to be present in most lessons or teaching sequences. Whatever the main focus of the lesson (e.g. a grammar topic or a reading skills exercise), students always need to be *engaged*, if possible, so that they can get the maximum benefit from the learning experience. Most students will readily appreciate opportunities to activate their language knowledge, but for many of them the inclusion of study elements, however small or of short duration these are, will persuade them of the usefulness of the lesson. **Harmer, Jeremy (2011)**

f. METHODOLOGY

Design of the research

The present Research work is based on the Action Research as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the research is conducting and improving educational practice. This study is an educational research that will allow the practitioner to practice a variety of aspects using self-assessment checklists with the purpose of improving the students' listening skill.

Methods

The following general methods will be applied along the Research:

The Scientific method will facilitate the study of appropriate resources to improve listening skill. Also, it will help to collect information of the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

The Descriptive method will be useful to describe the different stages of the Research work and the kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic-synthetic method will be used to analyze and interpret the obtained results through the tests. It also will help to draw up the conclusions.

The Statistic method will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and researcher's diary.

This research work also will follow the process of an action research which includes planning, acting, observing and reflecting suggests, proposed by (Kemmis and McTaggart, 2000).

This process will help the researcher to analyze if any necessary modification or amendment would be necessary to improve students' listening skill. The process of the research will be carried out systematically by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Techniques and instruments

Data Collection

To collect the data, tests, observations and a field diary will be design and applied at the beginning, during and after the application of the intervention plan.

Tests

The researcher will design a listening test that will be used as a pre and post-test, which will contain one sentence completion question, two short answer questions, and one order scripts sentence will be used to diagnose the level of students' knowledge about their listening ability at the beginning of the intervention plan. The same pre-test will be used as a post-test and applied at the end of the intervention plan, obtaining information about students' progress on their listening skill learned during the intervention plan. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation sheet

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in the classroom, then analyze and reflect upon the findings when the plan ends.

Field Diary

The researcher will use a field diary to collect information of what happens in each lesson. It will help to write up the findings during the intervention plan and the relevant events during the observation or if particular situations happen.

Questionnaires

The questionnaire has seven closed questions and multiple choice questions. This will be applied to obtain information from students about the development of the listening skill inside the classroom. This instrument will be applied at the beginning and at the end of the intervention plan. The post questionnaire will be used to collect students' progress about the development of the listening skill developed during the intervention.

Procedures

The action research work process will involve the following stages:
The intervention plan will start and end with the application of two tests. The first one will be applied at the beginning of the research work to collect data from students and the other one will be applied at the end to verify if students could improve or not their listening ability.

During the development of the lessons a variety of activities will be introduced to practice and improve students' listening ability. Likewise, the observation sheet and the diary will be used to collect information about the students' performance. The findings before and after the intervention plan will be compared and analyze to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests. A logical analysis will be done with the information obtained.

Organization

The researcher will organize the work based on the information obtained in all the strategies applied to compare and analyze the impact of the intervention plan. A report of the intervention will be disseminated with the findings and ideas among the teachers, partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, also do the logical analysis of the data obtained.

Population

The research work is going to be applied with the students of 1st year of Bachillerato, parallel "B". Those students will participate in the development of this action research. The participants of this research work are 26 students

between boys and girls. They are between sixteen and seventeen years old. The students receive five hours of English per week with a certified teacher.

Intervention plan

Alternative:

The use of self-assessment checklists as a tool to improve the listening skill with 1st year students of Bachillerato, at “Pío Jaramillo Alvarado” Experimental High School in Loja City, during the academic year 2014 – 2015.

General Objective:

To improve the listening skill through the use of self-assessment checklists as a tool among 1st year students of Bachillerato, at Pío Jaramillo Alvarado Experimental High School.

Introduction:

The intervention plan is a two month program that will prepare students of 1st year of Bachillerato to develop listening skill attentively and in a comprehensible way through the use of self-assessment checklists.

The goal of the intervention plan is to make the development of the listening skill interesting and enjoyable through:

- Listening to a variety of dialogues and songs about the topics students are studying.
- The completion of self-assessment checklists.

Also, it includes eight lessons with a set of activities such as message taking, presentation of a vocabulary tree, dialogues, stories, songs, and the use of self-assessment checklists at the end of each listening activity. Each lesson is developed considering the ESA stages: Engage, Study and Activate. (**Harmer Jeremy, 2011**)

Engage: This element describes how teachers try to stimulate the students' interest, therefore involving their emotions. It is developed explaining the meaning and pronunciation of unknown words and developing listening activities using stories and music.

Study: This element shows the activities in which students are asked to focus on the listening skill. This step will be done completing worksheets, practicing the pronunciation, playing the dialogues or conversations twice, and by explaining and completing the listening activities.

Activate: In this stage the activities are developed in order to improve students' listening skill, which are designed in order to students can practice and evaluate their listening. Also, this step will be done checking the listening activity asking students each question and correcting them. Students will answer the self-assessment checklist at the end of each listening activity.

Period

This research work is going to be implemented during the months of April and May, 2015.

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Pre-test and Questionnaire

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK ONE 2 hours	Students will be able to: <ul style="list-style-type: none"> Realize the difficulties that they face in the listening skill. 	<ul style="list-style-type: none"> Listening Pre-test according to the English book. Questionnaire 	<ul style="list-style-type: none"> Researcher will take a pre-test according to the English book to evaluate students' listening skill. R. explains the questions and students answer them. R. gives students the questionnaire and explains them. Students answer the questionnaire. 	<ul style="list-style-type: none"> CD CD player Pre-test and Questionnaire

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK TWO 2 hours	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the dialogue and the vocabulary learned. • Use checklists as a self-evaluation tool at the end of listening activities. 	<ul style="list-style-type: none"> • UNIT 3 Are there any chips left? 	<p>SELF-ASSESSMENT CHECKLIST: Dialogue</p> <p>ENGAGE</p> <ul style="list-style-type: none"> • Researcher will encourage students to improve the listening skill by explaining the vocabulary and the pronunciation of the words. <p>STUDY</p> <ul style="list-style-type: none"> • Researcher explains the listening activity by using the dialogue from the book. • Researcher plays the dialogue and asks students to listen carefully in order to write the answers in their books. R. plays it again, and helps students to develop the listening activity. <p>ACTIVATE</p> <ul style="list-style-type: none"> • Researcher checks the answers asking to the students the information they write in each question and correct mistakes. • Researcher provides students with the self-assessment checklist. After that, she explains each question of it and asks students to complete the checklist. • Students assess their performance during the class. 	<ul style="list-style-type: none"> • Students' Book • CD • CD player • Self-assessment Checklist

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK THREE 2 hours	Students will be able to: <ul style="list-style-type: none"> • Understand the new words they have learned. • Listen carefully to specific information. • Notice the problems that they face in their listening. 	<ul style="list-style-type: none"> • UNIT 3 Are there any chips left? 	<p>SELF-ASSESSMENT CHECKLIST: Dialogue (Foods at the supermarket)</p> <p>ENGAGE</p> <ul style="list-style-type: none"> • Researcher motivates students to listen to the dialogues through the use of a vocabulary tree explaining the meaning of the words from the dialogue. • Researcher will put the diagram on the board and asks students to label the words about food in the correct place. <p>STUDY</p> <ul style="list-style-type: none"> • Researcher plays the dialogue about food at the supermarket and asks students to listen carefully in order to they write the answers in their books. R. plays the dialogue again, and helps students to develop the listening activity. <p>ACTIVATE</p> <ul style="list-style-type: none"> • Researcher checks the answers asking to the students the information they write in each question, and then, researcher provides students with the self-assessment checklist. After that, she explains each question of the checklist and asks students to answer each question. 	<ul style="list-style-type: none"> • Students' Book • Self-assessment Checklist • CD • CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and Observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK FOUR 2 hours	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognize and understand the pronunciation of the words. Use songs as material to develop the listening skill. 	<ul style="list-style-type: none"> English Song Incomplete (Backstreet Boys) 	<p>SELF-ASSESSMENT CHECKLIST: English Song (Incomplete)</p> <p>ENGAGE</p> <ul style="list-style-type: none"> Researcher motivates students to improve their listening skill by using music. <p>STUDY</p> <ul style="list-style-type: none"> Researcher plays the song twice, students listen to. Researcher gives students the lyrics of the song and asks students to fill in the blanks. R. asks students how they feel with the activity. <p>ACTIVATE</p> <ul style="list-style-type: none"> Researcher and students check the activity. R. explains the meaning of unknown words and finally, researcher gives students the checklists in order to they complete it. 	<ul style="list-style-type: none"> Song Self-assessment Checklist CD CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK FIVE 2 hours	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recognize words and phrases of the dialogue. • Pronounce the new words correctly. 	<ul style="list-style-type: none"> • UNIT 4 How often do you go rock climbing? 	<p>SELF-ASSESSMENT CHECKLIST: Dialogue</p> <p>ENGAGE</p> <ul style="list-style-type: none"> • Researcher motivates students to practice their listening skill by using a story. • Researcher reads aloud a story then, she gives students pictures about the story and asks them to put the pictures in the order in which the story is told. <p>STUDY</p> <ul style="list-style-type: none"> • Researcher explains the meaning and the pronunciation of unknown words to students. Then, the researcher plays the dialogue of page 34 from the book twice. • Researcher asks students to develop the listening activities in the book. <p>ACTIVATE</p> <ul style="list-style-type: none"> • Researcher checks the answers asking to the students the information they write in each question. • Researcher provides students with the checklist. Then, she explains each question of the self-assessment checklist in order to students complete it. 	<ul style="list-style-type: none"> • Students' Book • Self-assessment Checklist • CD • CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	CLASSROOM RESOURCES
WEEK SIX 2 hours	Students will be able to: <ul style="list-style-type: none"> • Listen to the dialogue carefully. • Understand the meaning of the words. 	<ul style="list-style-type: none"> • UNIT 4 How often do you go rock climbing? 	<p>SELF-ASSESSMENT CHECKLIST: Dialogue (Sports and activities)</p> <p>ENGAGE</p> <ul style="list-style-type: none"> • Researcher encourages students to improve their listening skill by using message taking. • Researcher plays a short tape and students have to write it down. <p>STUDY</p> <ul style="list-style-type: none"> • Researcher reads the dialogue aloud and explains the meaning of some words, and then she plays the dialogue of page 36 from the book twice and helps students to develop the listening activity in their books. <p>ACTIVATE.</p> <ul style="list-style-type: none"> • Researcher provides students with the checklist. Then, she explains each question of it in order to students complete it. 	<ul style="list-style-type: none"> • Students' Book • Self-assessment Checklist • CD • CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Field diary and observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK SEVEN 2 hours	Students will be able to: <ul style="list-style-type: none"> Recognize and understand the pronunciation of the words. Use songs as material to develop the listening skill. 	<ul style="list-style-type: none"> English Song (Just the way you are) Bruno Mars 	<p>SELF-ASSESSMENT CHECKLIST: Song (Just the way you are)</p> <p>ENGAGE</p> <ul style="list-style-type: none"> Researcher motivates students to listen attentively by using music. <p>STUDY</p> <ul style="list-style-type: none"> Researcher plays the song twice, students listen to. Researcher gives students the lyrics of the song and asks students to fill in the blanks. R. asks students how they feel with the activity and then, Researcher and students check the activity. <p>ACTIVATE</p> <ul style="list-style-type: none"> R. explains the meaning of unknown words and finally, researcher gives students the checklists in order to they complete it. 	<ul style="list-style-type: none"> Self-assessment Checklist Song CD ❖ CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

RESEARCH PROBLEM: How does the use of self-assessment checklists as a tool help students to improve the listening skill?

DATA COLLECTION INSTRUMENTS: Post-test and Observation sheet

	LEARNING OUTCOMES	TOPIC	INSTRUCTIONAL FOCUS	TEACHING RESOURCES
WEEK EIGHT 2 hour s	Students will be to: <ul style="list-style-type: none"> • Develop listening activities easily. • Understand common words and sentences. 	<ul style="list-style-type: none"> • Listening Post-test according to the English book. 	<ul style="list-style-type: none"> • Researcher will take a post-test according to the English book to evaluate the students' listening ability and to notice if the alternative was helpful to the Ss. 	<ul style="list-style-type: none"> • CD • CD player

SUPPORT: Coaching and guidance from the university professor.

OBSERVATION NOTES: _____

g. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

Researcher

The students of 1st year of Bachillerato

Material

Book

Self-assessment Checklists

Songs

Technical

CD

CD player

Computer

Copies

Budget

RESOURCES	COST
Internet	\$ 20.00
Print of checklists	\$ 8.00
Print of the songs	\$ 8.00
Print of the project	\$ 40.00
Print of the final report and thesis	\$ 170.00
Unexpected expenses	\$ 30.00
TOTAL	\$ 276.00

- The financial expenses derived from the present research work will be assumed by the research author.
- All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

h. TIME LINE

PHASES	ACTIVITIES	2015											2016			
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	De	Jan	Feb	Mar	
PROJECT	Project presentation	x														
	Appointment of the teacher advisor		x													
	Project approval		x													
	Appointment of thesis advisor		x													
INTERVENTION / ACTION	Application of the Instruments		x													
	Act-observe			xXxxx	xxxx											
THESIS PROCESS	data organization and tabulation					xx										
	Interpreting and reflecting					xx										
	Writing up and reporting						xx									
	Presenting the thesis report						x									
	Thesis revisión						x									
	Submission of the folder								xxxx	xxxx	xxxx					
	Thesis presentation											xxxx				
	Private review and thesis approval												xxxx			
	Corrections													xxxx		
	Public presentation and incorporation															xxxx

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ANNEXES

Researcher Field Diary

Lesson						
Activity						
Objective:						
Materials:						
Timing						
Procedure						
Grouping						
Do students like it?	Yes		For a while		Not really	
Are they bored?	Yes		No			
Do they make an effort?						
Comments						

OBSERVATION SHEET

Observer: _____ **Date:** _____

Things to be observed	ACTIVITIES	YES	NO	SOMETIMES
Have all the students participated during the class?				
Was the activity appropriated for the class?				
Were the objectives for the activities accomplished?				
Suggestions to the activities done				



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

QUESTIONNAIRE

As an undergraduated of the English Language Career, the researcher is doing a research work about The use of self-assessment checklists as a tool to improve the listening skill with 1st year students of Bachillerato, at “Pío Jaramillo Alvarado” Experimental High School in Loja city, during the academic year 2014 – 2015. This study will help students to improve the listening skill of the English Language Learning. For that reason, I ask you politely to answer the question in a real and responsible way.

Questions

1. Do you know what a self-assessment checklist is? Yes () No ()
2. Have you ever worked with checklists? Yes () No ()
3. Do you think that the usage of self-assessment checklist help to improve the listening skills?
Yes () No ()
4. Does the English Teacher use checklists to develop listening skills in the English classes?
Yes () No ()
5. In the English classes the development of the listening skills is:
Interesting () Funny ()
Difficult () Boring ()
Easy ()
6. In which way do you develop the listening skills?
Memorization () Songs ()
Games () Worksheets ()
7. Do you know what self-assessment is? Yes () No ()



UNIVERSIDAD NACIONAL DE LOJA
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ENGLISH LANGUAGE CAREER

Name: _____ **Date:** _____
Subject: _____ **Course:** _____

LISTENING PRE-TEST

1. Listen to the dialogue, and then fill in the blanks with the word you listen to. (3 pts)

Mom: So, how's Teen Scene, _____? What _____ you _____ to these _____?

Joe: A lot. We're _____ with practice. We _____ a show in _____.

Mom: That's _____! What _____ is _____?

Diane: It's a _____. It's a mixture of _____, _____, and Broadway.

Dad: Really? Sounds _____. Whose _____ was _____?

Diane: I'd _____ to say _____, but...

Joe: Yours? Ours, _____. Not _____ yours.

Dad: That's enough, you _____. So, how's _____ new _____?

Diane: Paul? He's OK. He's _____, but I _____ he's a _____.

Joe: Yeah, he _____ us practice a lot. He's really _____.

Mom: That's _____ so _____.

Diane: _____ is. He's not exactly _____.

Mom: _____ bet he keeps you _____.

2. Listen to the conversation. Put a check () below the name of the person who owns each object. (2 pts)

Object	Isabel	Lucas
Socks		
Shirts		
Sneakers		
Magazines		
Basketball		

3. Listen to the report. Then write true or false. Circle the wrong information in the false statement. (2 pts)

According to the report....

- Fifty-one percent of teenagers try to eat something healthy every day.

True

- Eighteen percent of teenagers eat lunch at school.

- Judy skips lunch at school because she has not time for it.

- Carlos always has something for lunch at school.

- Carlos eats a nutritious lunch at school.

4. Listen to the tape carefully, and then enumerate the dialogue in the correct way. Follow the example bellow. (3 pts)

_____ **Joe:** And then?

_____ **Alex:** A chocolate chip pizza!

_____ **Joe:** Are you sure about this?

_____ **Diane:** WHAT in the world are you making?

_____ **Alex:** Sprinkle some walnuts on top.

___1___ **Joe:** I'm starving.

_____ **Alex:** Next, spread some peanut butter, and add some chocolate chips.

_____ **Joe:** But we don't have any money.

_____ **Alex:** A chocolate chip pizza.

_____ **Diane:** Gross!

_____ **Alex:** Me, too. I'm in the mood for pizza.

_____ **Joe:** Eww. That sounds terrible.

_____ **Alex:** No problem. Do you have any pizza dough? And some chocolate chips and walnuts?

_____ **Joe:** Done.

_____ **Alex:** Relax. Finally, bake the pizza in the oven.

_____ **Joe:** What for?

_____ **Alex:** Now let's prepare the dough. First, flatten the dough and form it into a circle... like this.

_____ **Joe:** OK.

_____ **Alex:** Just get over here and help me. Turn on the oven, Please.

MATRIX

THEME: The use of self-assessment checklists as a tool to improve the listening skill with 1st year students of Bachillerato, at “Pío Jaramillo Alvarado” Experimental High School in Loja City, during the academic year 2014 – 2015.

Problems	Objectives	Theoretical frame	Methodology	Instruments
<p>Main Research Problem How does the use of self-assessment checklists as a tool help 1st year students of Bachillerato to improve the listening skill?</p> <p>Sub problems</p> <ul style="list-style-type: none"> • What kind of theoretical references about listening skill and checklist as a self-assessment tool are appropriate to help 1st year students of Bachillerato at Pío Jaramillo Alvarado Experimental High School? 	<p>General</p> <ul style="list-style-type: none"> • To improve the listening skill through the use of checklists as a self-assessment tool among 1st year students of Bachillerato, at Pío Jaramillo Alvarado Experimental High School. <p>Specific</p> <ul style="list-style-type: none"> • To investigate the theoretical references about listening skill and checklists as an alternative to help 1st year students of bachillerato, at Pío Jaramillo Alvarado Experimental High School. 	<p>Listening</p> <p>What is listening?</p> <p>Why is listening important?</p> <p>Teaching listening: Reasons for Listening</p> <p>Listening Principles</p> <p>More Listening Suggestions</p> <p>Listening Skills</p> <p>Kinds of listening</p> <p>Types of listening</p> <p>Developing listening activities</p> <p>Obstacles to listening</p> <p>The Listening Process</p> <p>Listening strategies</p> <p>Techniques for teaching Listening</p> <p>Types of questions to evaluate students' Listening skill</p> <p>Checklists</p> <p>What is a checklist</p> <p>Steps to develop any kind of checklist</p> <p>Types of Checklists</p> <p>How a simple checklist can improve learning</p>	<p>Preliminary investigation</p> <p>-Observation of the English classes</p> <p>-Starting the background of problem.</p> <p>-Describing the current situation.</p> <p>-Locating and reviewing the literature.</p> <p>-Creating a methodological framework for the research.</p> <p>-Preparing and intervention plan.</p> <p>Presentation of Research Findings</p> <p>-Reflecting, analyzing and answering the proposed enquires.</p> <p>-Organizing the final report.</p>	<p>Questionnaire</p> <p>Tests</p> <p>Field Diary</p> <p>Self-assessment</p> <p>Checklists</p>

<ul style="list-style-type: none"> • What are the problems that 1st year students of Bachillerato face in the listening skill? • What are the important phases of the intervention plan that address the current problems of listening skill of students of 1st year of Bachillerato? • How do self-assessment checklists as part of the activities in class solve listening problems of the students of 1st year of Bachillerato? • What was the effect that the use of self-assessment checklists had on students' listening ability? 	<ul style="list-style-type: none"> • To diagnose the issues that limit the development of listening skill with 1st year students of Bachillerato through a pre-test. • To elaborate a plan with the implementation of self-assessment checklists to improve the students' listening skill. • To execute the plan using checklists as a self-assessment tool in order to solve students' problems in their listening skill. • To prove the effectiveness that had the use of self-assessment checklists in the students' listening skill through a post-test. 	<p>Using Checklists to improve Teaching and Learning</p> <p>The power and uses of checklists for teachers and administrators</p> <p>The benefits of using checklists</p> <p>What is Self-assessment?</p> <p>How does self-assessment support students learning?</p> <p>Advantages and disadvantages of checklists</p> <p>Elements for successful language learning (ESA)</p>		
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Grading Scale for Listening

Level	
0 – 2,5	Not acceptable
2,6- 3	Acceptable
3,1 – 4	Considerable
4,1 – 5	Excellent

Adapted by: Katherine Puglla

Average level expected before and after the intervention plan 8/10.

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