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“TASK-BASED LEARNING APPROACH TO BOOST ENGLISH LISTENING SKILLS IN STUDENTS FROM SENIOR YEAR AT HUACA HIGH SCHOOL DURING THE ACADEMIC YEAR 2021-2022”

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría
en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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EL AUTOR


.....
Roberto Vinicio Paspuel Bastidas

DEDICATION

To my beloved family, who have supported me unconditionally during this process of academic formation to grow personally and professionally.

To my friends who have motivated me to continue strengthening my skills as teachers and who have been looking out for me to support me so that this professional dream comes true.

ABSTRACT

Listening is an essential skill that complements the process of acquiring a new language. This skill must be developed from the moment the student begins their educational training, having the opportunity to develop it efficiently to support the rest of the skills. However, for a long time, listening has not been adequately developed in the classroom, as most students find this skill difficult to develop. On the other hand, the majority of English teachers refuse to abandon traditional methodologies to make way for the use of active methodologies that turn the learning process into a fun moment without leaving educational quality. Consequently, the main objective of the research was to develop activities that are based on the Task-Based learning approach that positively support the development of listening in the classroom. The investigation was developed in the "Unidad Educativa Huaca," in Carchi Province, with students from senior year. In addition, the research followed a mixed methodology, allowing the collection, organization, and analysis of quantitative and qualitative results, as well as obtaining a broader and more detailed perspective of the phenomenon. The instruments used were a pre-test, post-test, intervention plan, and satisfaction questionnaire, which were carefully developed according to the needs of the students. The pre-test showed many weaknesses in the areas of inferring information, listening to specific information or details, and completing texts with correctly spelled words. Regarding the methodology used, it was possible to show that the activities were not objective enough to develop listening skills and their subskills. Based on the results obtained in the pre-test, an intervention plan based on task-based learning was developed to support classes with significant tasks for the development of listening skills. The results of the post-test showed a significant improvement in each of the sub-skills after the application of the intervention plan. In the same way, the satisfaction was positive on the part of the students in creating a more relaxed pedagogical environment. Based on the findings, a proposal that offers a set of activities that were included in a class plan following the Task-Based learning approach was developed. In addition, these strategies will allow to stimulate learning and listening skills among students in the classroom.

Keywords: listening skills, listening strategies, task-based learning, intervention plan, listening problems

RESUMEN

Escuchar es una habilidad esencial que complementa el proceso de adquisición de un nuevo idioma. Esta habilidad debe desarrollarse desde el momento en que el alumno inicia su formación educativa, teniendo la oportunidad de desarrollarla de manera eficiente para apoyar el resto de las habilidades. Sin embargo, durante mucho tiempo, la escucha no se ha desarrollado adecuadamente en el aula, ya que la mayoría de los estudiantes encuentran difícil desarrollar esta habilidad. Por otro lado, la mayoría de los docentes de inglés se niegan a abandonar las metodologías tradicionales para dar paso al uso de metodologías activas que convierten el proceso de aprendizaje en un momento divertido sin dejar de lado la calidad educativa. En consecuencia, el objetivo principal de la investigación fue desarrollar actividades que se basen en el enfoque de aprendizaje basado en tareas que apoyen positivamente el desarrollo de la escucha en el aula. La investigación se desarrolló en la Unidad Educativa Huaca, Provincia del Carchi, con estudiantes de último año. Además, la investigación siguió una metodología mixta, que permitió la recolección, organización y análisis de resultados cuantitativos y cualitativos, así como la obtención de una perspectiva más amplia y detallada del fenómeno. Los instrumentos utilizados fueron un pre-test, post-test, plan de intervención y cuestionario de satisfacción, los cuales fueron cuidadosamente elaborados de acuerdo a las necesidades de los estudiantes. El pretest mostró muchas debilidades en las áreas de inferir información, escuchar información o detalles específicos y completar textos con palabras correctamente escritas. En cuanto a la metodología utilizada, se pudo evidenciar que las actividades no fueron lo suficientemente objetivas para desarrollar las habilidades auditivas y sus sub destrezas. Con base en los resultados obtenidos en el pretest, se elaboró un plan de intervención basado en el aprendizaje basado en tareas para apoyar las clases con tareas significativas para el desarrollo de la habilidad de escuchar. Los resultados del post-test mostraron una mejora significativa en cada una de las sub habilidades tras la aplicación del plan de intervención. Del mismo modo, la satisfacción fue positiva por parte de los estudiantes al crear un ambiente pedagógico más distendido. A partir de los hallazgos se elaboró una propuesta que ofrece un conjunto de actividades que fueron incluidas en un plan de clase siguiendo el enfoque de Aprendizaje Basado en Tareas. Además, estas estrategias permitirán estimular el aprendizaje y la escucha entre los alumnos del aula.

Palabras clave: habilidades de escucha, estrategias de escucha, aprendizaje basado en tareas, plan de intervención, problemas de escucha.

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CHAPTER I

THE PROBLEM

1.1. Introduction

In this modern world where communication in different languages is essential, English has become the predominant language in society. Therefore, people use it to communicate with other people in various fields, such as education, health care, technology, etc. According to Crystal (2003), given the current state of globalization, people must acquire a solid knowledge of the English language. Furthermore, to understand the great need for universalization in terms of communication using a foreign language, all people these days need to have at least a basic knowledge of English because almost every daily situation uses this language.

Consequently, English is regarded as one of the most commonly spoken languages globally. As a result, Savage (1994) declares that listening and speaking are fundamental communication skills that lead to developing other vital abilities such as writing and reading, which enable learners to cope in various everyday circumstances. All these English skills are essential for people. Still, listening is considered a vital skill in every situation since people must be able to understand what other people are saying to transmit the message or understand the situation. Listening skills are crucial to acquiring comprehensible input since if there is insufficient input, learning will not occur effectively for the learners (Hamouda, 2013).

In recent years, tourism in Ecuador has grown at an impressive rate (Vistazo, 2020). For this reason, the great demand for citizens interested in learning English has increased lately. In Ecuador, the Ministry of Education has considered this subject as essential as others. As a result, it has been included in the Core Curriculum of English, providing several strategies and recommendations that teachers can work with their students inside and outside the classroom to improve the four English skills: writing, reading, speaking and listening.

Listening is an essential skill for students to master and use in class because it allows them to understand the various instructions or messages that the teacher gives them in order to complete a task. Besides, listening is always present in their daily lives because situations

like listening to music, watching the news, watching movies, or just making foreign friends require a significant listening comprehension level to understand what is being said and reply appropriately. On the other hand, listening is a necessary skill for people who want to learn a second language. This is because listening is helpful in the classroom and in a cultural or social setting, which gives the listener the chance to grow personally or professionally.

Villafuerte (2022) claimed that 20% of secondary students in Ecuador take private English classes because they are interested in improving their second language, mainly because they have problems with their listening and speaking, which are essential skills to communicate effectively. For this research, different elements were considered since students need to be motivated during the learning process by applying innovative strategies that help them improve their listening skills. Learners need help and guidance from their family members, teachers, or friends who push them to keep improving their language learning.

Other aspects to consider are the cultural and personality factors because some students who are learning English are more willing to take chances when speaking in their new language when they are with friends or in meetings. On the contrary, shy learners fear making mistakes when they reply to a question because they are not sure about what they heard. Therefore, the learning process could be affected by these factors, and the students would need personalized learning to be able to transmit and receive information in another language systematically.

This research aimed to consider different elements to motivate students during their learning process by analyzing the potential of innovative strategies that help them improve their listening skills. Learners need help and guidance from their family members, teachers, or friends who push them to keep improving their language learning. The task-Based Learning (TBL) approach is central for this research work. It is regarded as a teaching strategy that allows students to enhance their language skills by carrying out "tasks." The emphasis of these activities is more on the meaning of the language than on the form (Ellis, 2003). Furthermore, by using this strategy, the connection between students is bolstered by the fact that each task generated in class has an essential objective that encourages students' confidence in the learning process.

The current research presents to the audience a process of implementation of the TBL approach, organized into six chapters. **Chapter I** is a brief description of the problem and what was at the core of it at Huaca High School with students from senior year. It includes a problem description of EFL students who have difficulties with listening. Finally, there is an explanation of some factors that prevent learners from improving their listening skills.

Chapter II contents allowed the researcher to learn highly relevant information such as methodologies and techniques offered by TBL to improve listening skills. In addition, there is information about the listening process, different types of listening, and the listening sub-skills that are essential for students to have to understand the language. **Chapter III** describes the methodology, the data and population gathering procedure, and how the research work was done step by step. **Chapter IV** presents the results, discussion, and findings during the research process and whether TBL helped students improve their listening skills. **Chapter V** offers a proposal that is a virtual guide where teachers and students can obtain the practical strategies that helped students improve their listening skills during the research. The last chapter, **Chapter VI**, includes some conclusions and suggestions for teachers who want to improve their teaching process to improve listening skills in the classroom.

1.2. Problem description

In this globalized world, English is being used more and more widely in every area of work or knowledge, and especially as part of human culture worldwide, since it is known as the primary language to communicate in any part of the world. Students from Huaca high school, especially from the last year of the baccalaureate who are acquiring a second language, have shown issues understanding any kind of audio that they hear. Some factors prevent them from improving their listening skills, such as a lack of appropriate teaching strategies, how they are evaluated, or just because they are not motivated, which affects their learning negatively.

On the other hand, students who were part of the International Baccalaureate Program during the years from 2016 to 2021 in their last year of this program were assessed internally (listening and speaking) by English teachers and externally (writing and reading) by the International Baccalaureate Organization (IBO). According to reports from the

administrative office of the results of each academic year, students obtained the results presented in Table 1:

Table 1

General Report of Results for the Last Five Years for English Evaluations.

Academic Year	Announcement	Number of Students	English Skill			
			Reading 25%	Writing 25%	Listening 25%	Speaking 25%
2016-2017	May 2017	11	19%	17%	11%	20%
2017-2018	May 2018	15	18%	20%	14%	19%
2018-2019	May 2019	3	22%	23%	22%	19%
2019-2020	May 2020	3	19%	21%	18%	21%
2020-2021	May 2021	7	24%	20%	19%	20%

Note: Information obtained from the administrative office at Huaca High School.

The results were precise and showed that students had problems with listening skills every year, except in the academic year 2018-2019, which in some cases did not allow them to obtain the Diploma. It has been a severe obstacle for students in assessment to deal with listening because of the lack of practice in the classroom or the correct use of methodologies to master it. Also, students from the International Baccalaureate and students from the General Baccalaureate had these issues where listening tests were difficult to understand.

As mentioned by the English Proficiency Index in 2021, Ecuador remains one of the two Latin American countries with the worst English language proficiency level, only above Mexico with a score of 440 over 1000 (EF, 2021), which means that student's English level is deficient. It is relevant to mention that the English curriculum in Ecuador has been designed for all levels of education, considering that English is not their mother tongue. Due to a lack of teacher training or lousy teaching methods, mastering all English skills has become a challenging goal to reach.

Regarding listening skills, the Ecuadorian curriculum has set some objectives, which mention that when students finish high school, they must be able to understand

conversations, postcards, expressions, and sentences related to relevant topics such as education, health, politics, sports, and so on (Marlina, 2019). In addition, students after graduation are expected to have at least a B1 level according to the Common European Framework of Reference (CEFR), so when learners master the four skills, they can keep up a high level of spoken language with other people.

Concerning the current situation at Huaca high school, where the research was conducted, students have a problem reaching the level required after finishing the third year of baccalaureate, especially in listening skills. These issues are because teachers mainly focus on grammar, reading, or writing rather than listening. Also, activities done in class might not have the proper structure to help students learn how to listen since they might feel uncomfortable or because the instructions are not clear enough.

Another factor affecting the students' performance is the lack of motivation to learn a second language. Most of the time, teachers focus on the pedagogical side while the human side is not taken into consideration, and as a consequence, students get bored, and the interest in acquiring a new language disappears. So, teachers need to develop activities that get students interested and motivated to learn English because one of the most important things is that students feel comfortable with the different activities they do in class.

Issues may be negatively impacting learners' performance at home. As a consequence, the academic performance of the students decreases considerably. To emphasize this issue, 30 percent of families at Huaca high school have either the father or the mother as the head of the family (DECE, 2020), so they are not complete families that can support the learners to achieve their goals. Therefore, these factors affect the lack of guidance for the student's needs. Students also think that they will work in the same job as their parents, having no better aspirations for their future.

To conclude, all the problems mentioned beforehand may have a negative impact on the correct development of not only listening skills but also all English skills needed to be able to communicate in a second language with other people. Besides, learners have not been approached correctly with the correct strategies to keep motivated and develop their listening skills, which would allow the student to be ready to face daily situations where English is used. Because of this, this research project uses the Task-Based learning approach

to help students in their senior year improve their listening skills. It implements a quasi-experimental level so that it can measure how much the students' listening skills have improved after the approach is applied for a specific time.

1.3. Research Question

- How does the task-based learning approach improve listening skills among students from senior year at Huaca high school during the lective year 2021-2022?

1.4. Justification

This research is necessary because it aims to determine the effect of using a task-based learning approach to improve listening skills in senior students at Huaca High School and the low results in recent years in listening skills among students. Learning English is considered a process of input and output, and assumptions affirm that listening skills are an essential part of the output process. That is why listening turns out to be a significant part of establishing communication among people. The research helps teachers have a clear idea of the use of strategies and activities based on task-based learning to enhance listening skills in students.

Besides, nowadays, there is a lot of information available about improving listening skills in students. Still, one remarkable thing about this research is that the researcher deeply analyzed how the task-based learning approach affected the improvement of listening skills in students. In the end, there is a virtual guide with several activities based on the task-based learning approach that lets teachers work appropriately on this English skill in the classroom. In this way, the research added to what was already known, which made the field of English education stronger.

1.5. Significance

The current research has benefited students from senior year at Huaca High School because the research results could help teachers rethink the approach used in class to teach listening skills to their students in a more efficient way. On the other hand, the community is also another beneficiary since it could help have more prepared citizens in the use of the English language who can understand an audio or conversation since they have developed their listening skills properly.

All in all, this investigation could become a reference in the development of English teaching as a second language in the future, letting participants be more participative, committed, investigative, but most importantly, pragmatic with the mastery of the English language.

1.6. Objectives

1.6.1. General objective

To analyze the level of improvement in listening skills using Task-Based Learning approach in students from senior year at Huaca high school during the academic year 2021-2022.

1.6.2. Specific Objectives

- To collect solid theoretical foundations about the task-based learning approach and the development of listening skills
- To design Task-Based learning listening activities for students from senior year
- To evaluate the level of effectiveness of the task-based learning listening activities
- To create a virtual guide with a set of Task-Based learning listening activities

CHAPTER II

THEORETICAL FRAMEWORK

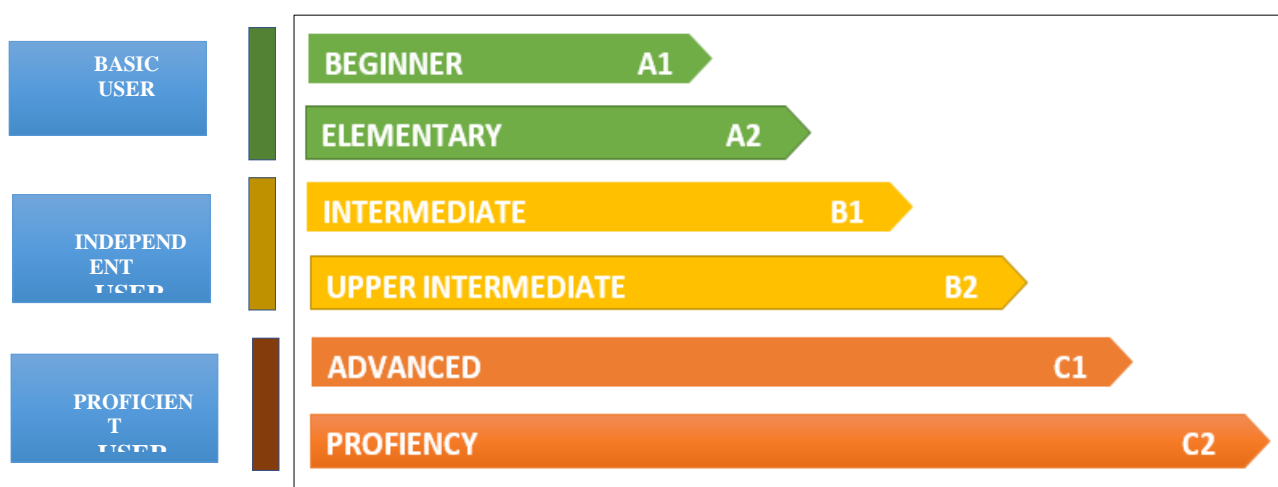
2.1. English as a Foreign Language (EFL) in Ecuador

The dominant language of international communication is currently English. All countries worldwide have adapted their laws to incorporate English as an essential subject at all education levels, including in public and private institutions. In an agreement between the Ministry of Education and the British Council in 1992, English is a mandatory subject to be taught to all students who want to finish their studies. However, over time, there have been many changes in the way schools teach English, which has led to modifications in the curriculum to improve English in its four skills: writing, speaking, reading, and listening.

The Ecuadorian educational system ensures that students have a certain level of English proficiency at the end of each grade, which lets students communicate in this language according to the Common European Framework of References for Languages (CEFR). The CEFR provides six language competence levels (**Figure 1**), starting with A1 (beginners) and ending with C2 (experts). The CEFR stages make it easier for teachers to figure out how well their students speak English at different grade levels.

Figure 1

CEFR Levels



Note: The picture represents the levels of English language according to CEFR. *Adapted*

from CEFR levels. (2000). [Figure]. <https://www.vipa2z.com/what-is-cefr>.

According to the English Proficiency Index (EF EPI), Ecuador in 2021 was the second-worst country in Latin America, with an English level only above Mexico, and its position is 90 out of 112 in the world, which is a worrying indicator of the quality of teaching of this language at all educational levels. In this case, the government has taken this into account and has come up with ways to help both teachers and students get over this problem and learn this language, and many people speak worldwide to communicate with each other.

2.2. Ecuadorian EFL curriculum

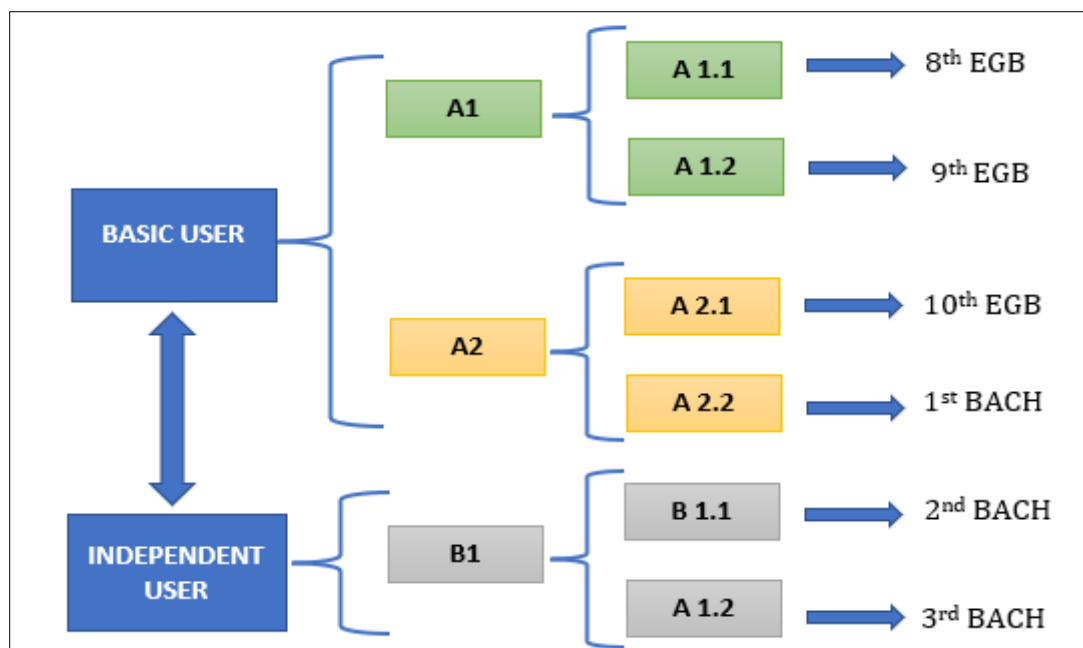
Ecuador's EFL curriculum requires students who graduate from high school to have at least a B1 level according to CEFR to use the language in different situations, either to socialize with people around the world or to continue studying abroad where English is required. The current curriculum was authorized in 2016, which has considerable changes both in form and substance. This curriculum is based on two main pillars: the communicative approach, which means using meaningful communication, and content and language integrated skills (CLIL), which use other subjects to learn English.

Besides, the new curriculum promotes thinking skills, which let students solve issues, make judgments, organize, and create further information (Lochhead, 1972). Therefore, the curriculum is divided into curricular threads: oral communication, listening, reading, speaking, and writing skills; language through the arts; communication and cultural awareness. These components will assist learners in improving their communication abilities by using English more effectively. As part of the CEFR, the "Can do" statements associated with each competency level will be used to orient and evaluate the linguistic functions.

The teaching-learning process in the curriculum proposed meets the needs of students' demand for acquiring a new language. In their first years of primary education, students learn grammar and vocabulary related to different topics. When students promote to secondary school, instructions get more structured, evaluation becomes more rigorous, and the topics are more realistic for daily life. In this context, the curriculum has assigned a subdivision according to the Branching Approach of the CEFR levels for each grade of the school (**Figure 2**) to promote more equitable learning according to the age of the students.

Figure 2

Levels of Proficiency: Branding Approach



Note: Adapted from MINEDUC. (2016). [Figure]. En *Currículo de los Niveles de Educación Obligatoria* (p. 256).

On the other hand, the Ecuadorian curriculum recognizes the learners as individuals because students must build their own identities in English, so the teachers ought to adapt the content with different learning styles according to their students' interests and personalities. That is why the EFL curriculum has a "learner-centered" focus. When students express themselves, teachers appreciate their characters and the associated emotional feelings. Respect is fostered when teachers place equal emphasis on both meaning and form (Savignon, 2002).

2.3. English Skills

To communicate effectively in a foreign language, people must master four essential abilities: listening, speaking, reading, and writing, which is often taught in this order while acquiring a new language. These are known as the four "language skills," which are related and let learners improve their new language faster. On the one hand, the direction of communication allows learners have a clear idea of how the information flows and responds. On the other hand, the communication method plays an essential role in learning a new language. It lets the teacher select the appropriate strategies to build confidence, and the learners can easily use the new language.

During the learning English process as a foreign language, learners must address the four skills (listening, speaking, reading, and writing). Each of them needs special treatment to improve since they depend not only on learning grammar or vocabulary, but it is essential to be exposed as much as possible to the target language so that the learner can apply it to daily life in different situations.

When learners acquire a new language for the first time, they listen to it being spoken; from here, they can start their process by hearing the sounds of the new language. Eventually, learners begin to repeat what they hear. At this stage, they start producing their speaking by repeating sounds heard during the previous phase. Later, learners notice that the spoken language has been visually represented in text by reading as many texts as possible. Finally, learners produce the language learned on paper, from simple sentences to complex texts, to transmit ideas or feelings. These skills need to be mastered correctly to be a successful person in the new language.

2.4. Listening Skills

2.4.1. Importance of listening

Most of the time, listening and hearing are interchangeable terms, especially for non-teachers. The observant teacher sees the transition from hearing, a passive, natural bodily talent in all people, to listening, an active, participatory, acquired activity that includes the additional dimensions of understanding and reaction. Developing listening skills is beneficial to learners because it provides relevant input to the listener. The listeners express an interest in the whole piece of information heard, especially in what kind of information they need to understand or pick up according to their needs. However, it should not be assumed that second-language learners must talk until they have sufficiently understood the language.

To listen effectively, Rost (2002) describes it as a complex process that involves different kinds of responses that can be classified as receptive, constructive, or collaborative. Receptive listening consists of receiving what the speaker says, constructive listening involves transforming and representing the meaning of what has been heard, and collaborative listening involves beginning a negotiation with the speaker to respond effectively.

Listening is a linguistic ability that is exceptionally vital in everyday life for humans. It is an acquired skill since people may perfect it by putting in the necessary time and effort. The more people listen to and comprehend the language by speaking it, the more you will develop an accent, highlighting as many advantages as possible during its development. Listening will also assist people in developing an accent and practical communication skills, which are dependent not just on effective speaking but also on effective listening.

2.4.2. Listening process

When learning to listen, learners must take advantage of the opportunity to hear what others are saying and to take it in, assimilate it, and comprehend it. People who want to be outstanding communicators must be fully aware of the sounds they perceive or hear. Therefore, listening helps individuals enhance this capacity and allows them to provide a better experience when they interact with other people by reacting appropriately according to what they said and how the listener interpreted what they said. To become a good listener, they need to do as many tasks as possible. Various factors might hinder listening, so the listening process has five stages: receiving understanding, remembering, evaluating, and responding.

2.4.2.1. Receiving

When learners hear the sound, the body responds by sending sensory receptors in the ear into overdrive, resulting in a physiological response to the perception of sound waves. Effective listening demands the ability to focus on just those inputs relevant to one's current state of mind. At this stage, learners have not understood the message yet since this is the first stage that needs to pass to the next step to continue absorbing the real meaning of what they have heard.

2.4.2.2. Understanding

This stage facilitates a sense of the signals picked up earlier. The symbolic actuator must be analyzed to understand the input to the symbolic actuator. The listener must discern the message's content and how it relates to the speaker's prior statements. Learners try to understand the meaning of the communication in this stage, which is not always straightforward. Even though learners have comprehended the words in communication, due to the variations in their perspectives and experiences, they occasionally make the error of attributing their meanings to the terms of the others.

2.4.2.3. Remembering

It is a critical part of the listening process because the learner does not receive and grasp only the message in this listening. However, they may also contribute messages to the library of ideas. What is recalled is fundamentally opposed to what was heard. Besides, complicated ideas are relatively tough to comprehend since, at this level, it is essential to have a highly advanced listening ability. Learners should have a high degree of concentration if, for any reason, something distracts the listener. They might miss the essential meaning of the message. Consequently, there could be misunderstandings with the processing of the new knowledge.

2.4.2.4. Evaluating

At this point, only an active listener is engaged in listening, and a proactive listener is the one who is weighing the information. Sort facts from views, and evaluate whether or not there is any prejudice or partiality by looking for it in the text. The listener must be convinced that the message makes sense, or in some cases, it can be very odd since listeners' perceptions of the same message might differ substantially because all people carry the prejudices and viewpoints that have accrued throughout their various life experiences.

2.4.2.5. Responding

In this stage, the recipient must complete a process by responding verbally and nonverbally or responding in any combination of the two because the speaker has no other way to determine whether or not the message has been received. This stage is crucial because the messenger can evaluate how the message has been successfully conveyed. On the other hand, this stage is known as feedback because the listener indicates their level of involvement with what they heard. The feedback can be divided into two categories: formative and summative feedback. The first one occurs when the speaker is delivering their speech, while the second one is typically delivered toward the end of a lesson.

2.4.3. Types of listening

Effective communication can be essential in people's daily lives and identify different listening styles because it can increase people's ability to interact with one another and support them in rapidly grasping new knowledge and ideas as they are communicated to them by others. According to Hartley (2015), there are six types of listening in which people can engage in different situations. They are informational, discriminative, biased, sympathetic,

comprehensive, and critical. Every kind of listening has other characteristics and levels of complexity with a different purpose.

2.4.3.1. Informational listening

When learners engage in this listening, they can comprehend, evaluate, and internalize the information all along the process (Hartley, 2015). In the academic context, it is also one of the most popular types of listening. It provides the opportunity for the listener to get familiar with a variety of forms of speech. In this listening, the assimilation process is an essential component, and its purpose is to allow the learner to acquire as much information as possible. In the same line, the learner's level of success with this kind of listening will be directly related to how well they can concentrate.

2.4.3.2. Discriminative listening

The main objective of discriminative listening is to assimilate the external characteristics of the environment in which people are. The cognitive stage of the student's teaching-learning process plays an essential role in this listening since its feature is to be physiological. In addition, at this point, the listener processes the information and isolates all kinds of stimuli, whether auditory or visual. Many researchers, like Andrew D. Wolvin and Carolyn Gwynn Coakley in 1998, agree that listening is the most basic for people because it helps them improve more skills during the teaching-learning process.

2.4.3.3. Biased listening

In certain circumstances, the listener is solely concerned with the information they have identified as being of the utmost importance. As a result, they pay close attention to everything necessary. Therefore, this manner of listening is known as biased listening, and the contexts may also be referred to as "selective listening." However, if the listener is not paying careful attention to everything, there is a possibility that some of the information is distorted. As a consequence of this, it is of the utmost significance that the listener does not have the habit of being careless at any moment since the necessary information might be lost.

2.4.3.4. Sympathetic listening

When the listener is motivated by emotions and feelings rather than words, it is known as sympathetic listening. This way of listening uses the listener's cognitive abilities so that he can get all the information he needs from the speaker's feelings. In addition, if the listener wants to develop a stronger relationship with the speaker, this sort of listening is crucial for carrying out the said activity.

2.4.3.5. Comprehensive listening

In order for the listener to comprehend what is being communicated from the speaker to the listener, the listener must acquire fundamental abilities such as essential language and vocabulary. As soon as people have reached a specific level of proficiency in critical listening throughout their early childhood, the next level that they can achieve is comprehensive listening. This type of listening is also thought of as general because it considers different types of listening and allows the listener to use other skills to understand what is being said.

2.4.3.6. Critical listening

The stage of analysis and processing of the complex information communicated by a speaker tends to be more difficult for the listener. This process aims to decide if what is being heard is correct or in agreement, so the listener needs a high level of understanding. This listening is used at advanced levels, where the listener has almost entirely developed the ability. Evaluating the information heard will not always require the listener to make a decision, but they can make judgments based on the received information.

2.4.4. Listening sub-skills

In the classroom, students are required to learn a variety of subskills since, according to Williams (2020), there are certain behaviors that language users must engage in to be proficient in each skill. Listening subskills are divided into listening for specific information; listening for gist; listening for details, and listening for general understanding.

2.4.4.1. Listening for specific information

This sub-skill reveals context-relevant facts, such as names, numbers, occupations, items, and locations. Before students listen to the material, the professor must explain the pre-stage, also known as pre-listening, so that students can understand the context and anticipate certain circumstances, especially during examinations. Exams must be well-prepared because of several aspects, including records, audio, the classroom setting, and time. McMillan (2019) states that this type of listening takes time to complete because it is time-consuming.

2.4.4.2. Listening for gist

This sub-skill is defined by an inability to focus on specific details or information. It does not involve students gathering precise facts like numbers or dates; instead, they receive the information to decide whether to continue listening or pay more or less attention to the text. Students can enhance this skill despite their linguistic restrictions, which might make comprehending difficult. Multiple cognitive functions, such as detecting primary sentence stress or identifying discourse makers and sentence connectors, enable students to acquire the sub-skill and become more conscious of the learning process.

2.4.4.3. Listening for details

When a person hears about something from someone else, they naturally want to know more about it, especially the details (Foster, 2020). To finish the assignment, students that demonstrate this ability must pay attention to every element of the topic being discussed. In this sub-skill, the use of critical phrases helps learners connect the information they are looking for with the audio they are hearing. Learners may occasionally be confused because most learners concentrate so carefully on what they hear. Lastly, since synonyms and antonyms are often used to improve this sub-skill, its effectiveness depends on how well the vocabulary is built.

2.4.4.4. Listening for general understanding

Training this type of listening is to get the main idea, points, or general information from the audio. (Rost, 2016). It is helpful for students to keep concentrating on the main points rather than details. The students must generate meaning by decoding indicators provided by background knowledge. At this stage, the subskill evaluates the learner's understanding to ensure that they have reached a high enough level to deduce what is going on in a particular

scenario. In addition, individuals might use their own life experiences to identify themselves with the activity that is being assessed.

2.4.5. Listening Approaches

Two acceptable approaches help the listener to have a satisfactory level of comprehension during the listening process. These approaches are top-down and bottom-up and let the listener understand enough linguistic components used during a speech and understand what was said by the speaker in any context (Rost, 2016).

2.4.5.1. Top-Down approach

As specified by Rost (2016), the previous use of the situation, the theme, or the context in which the listener is, plays an essential role in the top-down approach since these elements allow the listener to analyze, process, and understand the message that the speaker is conveying. This method tries to go from meaning to language because the elements that have been used before, along with other pieces of knowledge that are stored in long-term memory, have a significant impact on finding meaning.

However, when the top-down approach is used, the listener must have understood what was said from the top, which contains the analysis of semantic aspects that include everything from letters to sentences, to the down, which consists of linguistic parts like phonology, morphology, and syntax. This approach lets the listener predict the content and obtain a general knowledge of the message.

2.4.5.2. Bottom-up approach

Govorun (2015) found that at lower levels of L2 proficiency, students adopt bottom-up approaches to determine the meaning of aural input. This approach enables the listener to make use of linguistic expertise, which facilitates the interpretation of the message by employing a wide variety of grammatical structures, sounds, and words and, consequently, grasping the message. This approach requires the listener to pay careful attention to the specifics of the message to comprehend what it is all about.

This approach offers a set of listening exercises to students as part of improving their listening abilities. These exercises enable students to recognize individual words, syllables, short and long sentences, and the primary components of linguistic functions in a speaker's

speech. When learners cannot perceive language in a second language, this method is frequently applied.

2.4.6. Assessing Listening

Listening skills help learners increase their ability to communicate with other people because of the amount of information they hear. The assessment lets them expand their vocabulary and their ways of expressing ideas or emotions. According to Brindley (1998), there has been little literature on assessing listening because of the lack of relevant studies. On the other hand, students who have grammar and vocabulary that are restricted in scope can transmit some ideas as long as they have a basic knowledge of what other people said beforehand. There are three ways to test listening skills: the discrete-point, the integrative, and the communicative approach.

2.4.6.1. The discrete-point approach

Listening comprehension is considered a rigorous process where recognizing the sounds of the language plays an essential role in learning. When learning a second language, students can break down the information into small pieces or "elements," which helps them understand the process faster and better (Carroll, 1997). This process is known as the discrete-point approach, where listening sub-skills can be assessed separately, ensuring the proper development of the skill. For this approach, Miller (2008) suggests a set of different kinds of questions, such as multiple-choice, word completion, spelling, grammar items, or the most common true-false questions. These questions are fundamental to the learning process because they show how well a candidate can handle one level of difficulty and one part of this receptive skill (listening).

On the other hand, it is essential to mention that when the teacher employs this approach in a lesson class, the context of the language tends to deviate in different circumstances, destroying the relationship between the language and its concepts. Besides, using these approaches means that the learner can demonstrate their knowledge of varying grammar structures to be successful during the assessment process.

2.4.6.2. The integrative approach

As explained by Oller (1976), language proficiency refers to a coherent collection of complementary skills that cannot be thoroughly evaluated if they are divided into parts and examined individually. Therefore, all of these parts are combined and contextualized according to the world that the students face. It integrates many components or elements of one or more skills; as a consequence, the professor can get a brief look into the learners' performance. Additionally, because of the nature of this approach, the students are not only able to demonstrate their knowledge of grammar, but they are also required to be able to apply it correctly in many situations.

The integrative approach highlights the importance of the use of several linguistic elements at the same time by the student to complete a task. Students can carry out several types of activities when they use this approach: taking notes while listening to a postcard or a conference; writing a report after hearing a news item; taking dictation, or simply finishing an open-response exercise. One of the most common integrative listening tests is dictation, which helps students improve their listening skills by having them read and listen to a text simultaneously. Then they hear again and answer the questions by filling in the blanks, and finally, they listen one last time and check the answers.

2.4.6.3. The communicative approach

When the students are assessed using this approach, social interaction plays a crucial role in improving their skills. Because of the nature of the interaction, this approach is based primarily on social constructivism. Besides, the communicative and semantic dimensions are more important than the grammatical. The messages transmitted by the students serve as intermediaries to establish more efficient communication, and the listening skill is reinforced by the multiple ways of understanding the message sent. In this context, the process of growth begins with learning.

Rather than merely practicing the language, communicative tests are used to acquire a fluent language by using it in different situations (dos Santos, 2020). This approach is mainly evaluated qualitatively because of the use of actual speech in its application. Engaged learners are more likely to succeed in their academic endeavors when they better grasp their cultural background. However, there are some characteristics that a communicative listening test has since the assessment process must be rigorous. One of the characteristics is that this

kind of test must be interactive because students need to construct the meaning from the sounds heard.

Finally, the relevance of the activities included in the communicative tests is essential because students feel confident when they perform tasks that show real situations in their lives. This approach uses tasks based on the learner's needs by engaging them entirely in the learning process.

2.5. Task-Based Learning Approach

2.5.1. Origins of Task-Based Learning

Initially, Task-Based Learning (TBL) emerged due to the dissatisfaction of language teachers with the use of some traditional methods such as Grammar Translation and Audio Lingual. Also, language was taught straightforwardly with rules and vocabulary. After years, communicative competence and language teaching (CLT) ignited a new beginning in language instruction focused on communication within social situations. Richards and Roger (2001) introduced the theory of language to what comprises language in this approach; the idea of learning specifically specifies what includes language in this approach and how it is acquired.

Moreover, TBL is seen as an extension of CLT for a range of critical educational aims, which is why this methodology is so widely used. This approach has been successfully implemented by educators worldwide for several years now. According to Murphy (2003), the learning process for a variety of abilities has been vastly enhanced due to the use of this approach in real-life situations, and the activities that are applied have a communicative objective.

2.5.2. Definition of TBL

Teaching a second language with the TBL method has made it one of the most popular linguistic approaches used worldwide by millions of educators at all different levels of education. To better understand what TBL is, it is vital to comprehend what the task is. According to Ellis (2003, p.3), a task is a linguistic action whose primary emphasis is placed on meaning. As a result of using a variety of tasks inside the TBL, the student can construct robust knowledge while simultaneously increasing their skills. It is possible since each of the tasks generated in class has a similar purpose. In addition, the students make an effort to develop, direct, assimilate, and, most importantly, participate in the target language, making TBL more relevant and participatory, which ultimately helps improve learners' skills.

However, some writers have various points of view on a task. According to Nunan (1991), to arrive at an outcome in the class, it is vital to pass through several critical stages based on a single piece of information. As a result of this procedure, the educator becomes a knowledge broker who monitors and directs the entire process to ensure that the approach is practical.

The TBL assigns different roles to both the student and the teacher since their functions during its applicability are critical to a successful teaching-learning process. On the one hand, the role of a teacher is like a moderator by providing students with a set of tasks which, while the students execute them, the teacher pays attention to the use of language. On the other hand, the student's role is like the executor of the tasks given by the teacher. At this stage, the student can use the language as long as it is understandable. Above all, the use of accuracy plays a fundamental role in the success of TBL.

2.5.3. Elements of a task

The use of different tasks in the classroom allows the students to strengthen their skills by doing. The teacher must develop these tasks, knowing the degree of difficulty and what they want to teach the students. That is why the teacher must be aware of the components that make up a task so that in this way, they meet the stated objective and create a linkage of knowledge by carrying out tasks based on the context and reality that they are. According to Nunan (1991), the elements of a task are goals, input, procedure, roles, and setting.

- **Goals:** They are the most critical part of a task because they reflect what the teacher wants to achieve with the learning task. The teacher must describe achievable goals in the task because some learners find complex tasks impossible to complete, so the goal, in this case, can be achieved. An example of a goal would be *"to improve student's listening skills by engaging in task-based learning activities that focus on the following points: listening for specific information, listening for gist, listening for details, and listening for general understanding."* Finally, the teacher must prepare what to teach the students because the learning process cannot be successful without the correct goals.
- **Input:** It refers to any piece of information, whether it be spoken, written, visual, or auditory, that the teacher provides to the class to assist the students in completing a specific task while they are in the classroom. As part of this component, the teacher

may give the students access to various materials, including but not limited to books, periodicals, audio files, and reports. The fact that the input is the material that the students require to develop the knowledge enables the students to cope with the learning process.

- **Procedure:** In this component, the student is provided with explicit and precise directions regarding what to do with the input. It provides the learner with a foundation to begin working in class on developing their knowledge (Nunan, 2001).
- **Roles:** Roles are a fundamental part of carrying out tasks in class, both for the teacher and the student. Giving students more responsibility in the classroom, that is, an active role facilitates their participation in the activities to be carried out. Furthermore, the student is more motivated to contribute to the learning process. According to Nunan (2004), the teacher has three roles in a TBL class: facilitator, participant, and observer; that is why the teacher has to make sure that the students pay attention to their work and thoroughly follow the teacher's instructions.
- **Setting:** The last but not least element of a task is the setting, which refers to the different classroom arrangements; in other words, the class environment. In some situations, some factors could affect the class, such as the number of students, but the teacher must be ready to deal with any difficulty and continue working

2.5.4. Types of tasks

According to Nunan (1989) and Richards & Rogers (2001) agree that the tasks are divided into two groups: pedagogical tasks and real-world tasks. Both types allow teachers to create active roles in the students by completing activities that arouse the student's interest and awareness in the teaching-learning process. Different theories of learning a second language are the base for creating various pedagogical tasks. These types particularly allow the reinforcement of both receptive and productive skills of a language. However, when this type of task is used, it is not necessary to reflect on real-world or everyday tasks but rather focus on the target language. On the other hand, the real-world tasks are aimed at students so that they

can practice different situations that people go through, such as deciding whether to wear a hat or not after hearing a report on the television.

Furthermore, Willis (2007) proposes the use of tasks divided into seven categories, known as the Taxonomy of Task Types (Figure 3).

Figure 3

Taxonomy of task types Willis (2007)

Task types	Examples of specific tasks
Listing	Brainstorming Fact-finding Games based on listing: quizzes, memory and guessing.
Ordering and sorting	Sequencing Ranking ordering Classifying
Comparing and contrasting	Games finding similarities and differences Graphic organizers
Problem-solving tasks	Logic problem prediction
Projects and creative tasks	Newspaper Posters Survey fantasy
Sharing personal experiences	Story telling Anecdotes Reminiscences
Matching	Words and phrases to pictures

Note: Taxonomy of task types. (2007). [Figure].

[https://www.researchgate.net/figure/Taxonomy-of-task-types-in-Willis-and-](https://www.researchgate.net/figure/Taxonomy-of-task-types-in-Willis-and-Willis-2007-tbl1-262427435)

[Willis-2007 tbl1 262427435](https://www.researchgate.net/figure/Taxonomy-of-task-types-in-Willis-and-Willis-2007-tbl1-262427435)

Listing tasks provide students with more active participation in the classroom, which generates a lot of talk during their participation. These activities are used for the chronological order of actions, highlighting the students' ability to understand and follow sequential steps that allow them to develop an activity. Some of the processes these tasks apply may include brainstorming or games that enable listing ideas that help activate or consolidate knowledge. In comparison, ordering and sorting tasks would allow students to categorize different items in a group. For these tasks, the teacher can use classification or discrimination of a group of elements like learning and teaching techniques.

Comparing and contrasting tasks involve the student establishing similarities and differences between the information delivered from external sources to reach conclusions. In the classroom, graphic organizers are commonly used since they allow to reflect the student's understanding deeply. On the other hand, problem-solving tasks enable the students to enter a state of awareness and make crucial decisions that would allow them to solve an activity. Therefore, these tasks significantly solve problems raised by the teacher and, for the most part, are considered a challenge for students.

Projects and creative tasks let the students be kept in a state of creative thinking, developing cognitive processes that help them create solutions or give precise answers to activities. These activities promote the development of critical thinking skills to improve capacity and creativity when solving proposed tasks. Moreover, sharing personal experiences tasks are commonly used to strengthen the student's speaking ability. It aims to have the student produce as much language as possible regardless of the mistakes made. In some cases, it can be a difficult task to perform due to various factors such as lack of confidence or vocabulary; its constant use ensures a good command of the target language. Finally, matching tasks allow the student to recognize even elements, match incomplete sentences, and demonstrate their high level of knowledge by joining information in the same category. Some techniques used are matching games, identifying characters in role plays, and others.

2.5.5. Task-Based Learning Framework

A lesson based on tasks has the advantage of having a solid construction in its design since each activity is carefully done for its execution. The use of activities based on the TBL approach allows the teacher to experience different stages of learning, which will help in subsequent lessons. Notably, when the teacher teaches a lesson to his students, creativity and dynamism are critical in education, especially for teachers who have not had experience in the educational field. For this reason, the TBL framework responds to the extraordinary demands of the current teaching methodology, where the student learns by doing, participating, and internalizing the knowledge for later use. Some authors have contributed their studies to elaborating the TBL framework, responding to the educational needs within the classroom.

According to Ellis (2003), who has adapted the original TBL framework, it is divided into three phases: pre-task, during-task, and post-task (Figure 4). The TBL framework is flexible, which means the teacher can change some parts by the needs of the students.

Figure 4

TBL Framework Ellis (2003)

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task

Note: Source *TBL Framework (Ellis, 2003)*.
(2003). [Figure].
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902010000200011

Ellis (2003) discusses that the pre-task phase allows for raising the students' awareness by using different resources that the teacher can use in the classroom, such as images, audio, and posters. These resources provide an introduction to the subject. Also, the teacher can use other techniques, such as mental maps, brainstorming, and turning the students into more active participants to help them use what they already know and reinforce their knowledge. For this reason, it is crucial to work on vocabulary that connects with the topic in class. For example, in a listening class where the main subject is free time, words like "sports" or "movies" can be used in different ways, connecting the topic and what the student will hear and putting it in the context of the students' reality.

On the other hand, the during-task phase can have much more flexibility than the previous one in terms of timing, resources, and strategies. The objective of this phase is to use the input to carry out the activity, although in some cases, the teacher can decide whether or not to use it to complete the task. According to recommendations by Ellis (2003), the activities carried out in this phase should mostly be communicative, which is crucial for the consolidation of knowledge. Besides, the teacher can decide how to correct different errors made by the

students since the teacher is a mediator in the teaching process and, in this way, the teacher achieves the lesson's objectives.

Finally, Ellies (2007) states that this last phase, known as post-task, reflects three significant pedagogical achievements in the classroom, which will help the student be aware of authentic, meaningful learning. In the first place, help the students repeat the performance of the task since, on certain occasions, they can make mistakes and wants to correct them. Second, make the student aware that attention must be put to the form for better execution of the activities. Last but not least, motivate the students to reflect on the processes carried out during the performance of the activities that allowed them to complete the task.

CHAPTER III METHODOLOGY

3.1. Research approach

This research work was designed based on a mixed-method since an investigation with a mixed-method allows the collection, organization, analysis, and obtaining of quantitative and qualitative results on a phenomenon under study (Creswell, 2007). All the information obtained during the process consisted of different types of data, such as words, numbers, and opinions, which served as the basis for analysis in order to reach clear conclusions about the phenomenon. On the other hand, this type of research uses inductive and deductive approaches as its primary basis, which ensures a more transparent and efficient way of obtaining results. Different research instruments are part of this type of research, offering more precise results at the end of the investigative process.

Creswell (2007) affirms that using established groups facilitates the research process since it is not necessary to categorize according to the researcher's needs but instead according to the reality of the researched phenomenon. Qualitative data allows a more detailed understanding of the classroom participants' attitudes and behavior. In contrast, quantitative data provides numerical data, which helps determine the students' weaknesses in listening skills and drawing conclusions before and after the investigation. The combination of quantitative and qualitative data ensures a deeper understanding of the phenomenon under study, highlighting the characteristics of the participating groups and knowing pedagogical relationships that respond to the researcher's questions. Besides, pre-test and post-test were applied for this research design, which were designed under the same characteristics for participants. The researcher used a pre-test for both groups and carried out an intervention plan for the experimental group to finally apply a post-test to the same group to analyze their efficiency during the process.

3.2. Research design - methods

In this research work, a quasi-experimental model and statistical method are used, which were applied throughout the investigative process.

3.2.1. Quasi experimental model

According to Thyer (2013), a quasi-experimental model allows for a clear and exact vision of the phenomenon under investigation. In addition, this model permits a comparison between two previously formed groups called control, and experimental; these two groups pass an intervention plan designed according to the researcher's needs. Also, this model manipulates two types of variables, the independent one, which is the listening skills, and the dependent one, which is the Task-based learning approach.

3.2.2. Statical method

This method facilitates the collection, analysis, and interpretation of the results obtained in the investigative process. It also allows the use of graphs, showing percentages obtained in the different data collection instruments used in the process. Consequently, the researcher interprets the results obtained and makes a comparison with the theory gathered in the theoretical framework on task-based learning and listening skills. This interpretation will allow theory to be connected with practice to establish conclusions and recommendations on the work.

3.3. Population and sample

For this research, the selected groups were students from senior years A and B from Huaca High School, which are homogeneous groups in terms of gender, age, and social characteristics according to the context in which they find themselves. For applying the intervention plan to students, a letter was written addressed to the principal to inform and obtain approval and authorization. The necessary facilities are provided during the time of application for both the researcher and students. The Third Year "A" with 18 students was assigned as an experimental group, which received the intervention plan for one month, while the Third Year "B" with 20 students was designated as a control group who worked under the same standards of quality so as not to harm the teaching-learning process.

Moreover, due to the nature of the research, it is not necessary to select a sample. The selected population responds to the institutional need to establish mechanisms to improve senior year students' listening skills. Therefore, results obtained from the research helped decision-making not only in these courses but in all courses where the need to improve the educational process while acquiring a second language is perceived.

3.4. Tools and techniques to collect data

According to Lakatos (2019), the importance of the correct choice of the different instruments that will be part of the investigative process lies in identifying the characteristics of the phenomenon under study and the group of participants immersed in the process. Consequently, the researcher designed four instruments for this research work: pre-test (see annex 1), post-test (see annex 2), intervention plan (see annex 3), and questionnaire (see annex 4) with closed-ended questions. Two expert English teachers reviewed, validated, and evaluated these instruments for the application in the investigative process.

3.4.1. Pre-test and Post-test

Pre-test and Post-test were developed considering the B1 level of the Common European Framework of Reference for languages (CEFR), divided into the four listening sub-skills to be evaluated. The objective of the pre-test is to measure the level of listening in the different situations presented by the speaker, which includes a rigorous process of receiving the information heard and then responding to the various conditions, constructing and representing the meaning. On the other hand, the post-test measured the level of listening in the different situations prepared after applying the intervention plan based on the TBL approach. Finally, a comparative analysis of the results obtained between the pre-test and post-test was conducted to evaluate the efficiency of the intervention plan in each sub-skill.

3.4.2. Intervention Plan

The intervention plan is a lesson plan designed for four weeks of classes, which was designed following the TBL approach. It has been divided into three stages that meet the basic principle of the approach to strengthen the student's skills by doing significant tasks that awaken the interest in learning. This intervention plan was designed based on the population's needs, taking as a reference the topics of the modules provided by the Ministry of Education. Additionally, this intervention plan contributes significantly as support material for the rest of the teachers so that it can be adapted to any educational level.

3.4.3. Questionnaire with closed-ended questions

For qualitative assessment, the questions included in this questionnaire were developed in order to show the level of satisfaction of the students after the application of the intervention plan. Therefore, it was focused in seven important aspects: objectives, methodology, content,

resources, clarity, time, and sequence. These criteria respond to the need to implement a successful intervention plan which supports the student in his correct development of listening skills. In addition, the questionnaire allowed to highlight the weaknesses and strengths during the plan's application period.

On the other hand, the results obtained in the questionnaire allowed certain modifications to be made for future applications to meet the participants' needs. In the same way, make adaptations to the teaching methodology that help students overcome the different problems they face with the ability to listen in English in the different contexts they find to expand their knowledge and take advantage of the various opportunities presented.

3.5. Bioethical Considerations

This research project was developed under strict rules because it is essential to guarantee confidentiality to all participants in the research process. Additionally, when tests, intervention plan, and questionnaire were applied, authorization was asked to the high school principal (see annex 5) for the participants to know about the process. On the other hand, there was a personalized guide for participants to perform each task in class. Finally, all the information obtained during the research process has been classified as confidential since it will only serve the researcher to be able to make decisions at the end of the work, that is why the researcher designed a consent addressed to the principal to guarantee these factors during the process.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. General information

The purpose of the study was to analyze the effectiveness of the task-based learning approach to improving listening skills in students from senior year at Huaca High School. It is located in the Carchi Province, a canton with the same name. Currently, the institution has 623 students, for English teachers from kindergarten to baccalaureate. Furthermore, the research participants were eighteen students from the third year "A" in the experimental group taught using the intervention plan based on the TBL, and twenty students from the third year "B", called the control group. The provided findings were essential to applying task-based learning to develop English listening skills and the student's perspectives of the learning activities done in class.

The assessment of listening ability must be a rigorous process that responds to the needs of students in different situations. For this reason, the general assessment was carried out using questionnaires, both the pre-test and post-test on the experimental group. These instruments integrate the four subskills to work on, responding to the statement made by Oller (1976), where he agrees that listening should be evaluated as a whole, contextualizing the content according to the needs and interests of students.

The results of the pre-test and post-test for the experimental group were analyzed with a dependent T-test by using the tool SPSS statics, which shows a significant difference between the mean pre-test and post-test (Table 1). Therefore, the mean infers a positive result before and after improving listening skills using the TBL approach. The design of the pre-test and post-test responds to the skills required by the Common European Framework of Reference (CEFR) at the B1 level.

Table 2

Comparison of the Mean Scores on pre-test and post-test

		\bar{X}	N	SD	SD. Error
English Listening Skills	PreTest	7,28	18	2,761	,651
	PostTest	12,06	18	2,338	,551

Note: own authorship

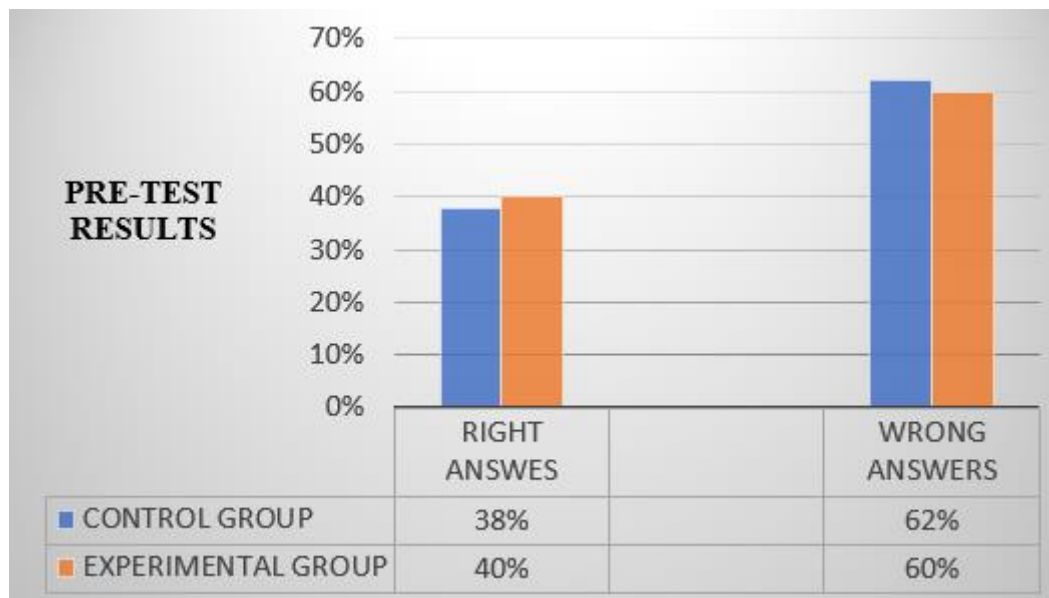
As illustrated in table 2, English listening skills significantly improved after applying the intervention plan for a month. The teacher developed different significant tasks, which allowed students to enhance their ability to listen to what others say and respond appropriately. On the other hand, the value of the standard deviation in the post-test (2.338) is lower than the pre-test (2.761), which means that the post-test results are closer to the mean, showing a degree of acceptability for the intervention plan used. The entire process of applicability of the intervention plan based on the TBL approach was carried out in three phases: first Pre-test, second Intervention Plan, third Post-test, and fourth Perspective of the students, which allowed obtaining relevant data and findings that support the process of teaching English.

4.2. Pre-test phase

Decision-making within the teaching-learning process, especially in the acquisition of a new language, requires starting from updated knowledge about the population that will be worked on during the process. For this reason, a prior evaluation known as a "Pre-Test" is required. According to Hughes (2003), this type of evaluation allows establishing the starting point to be specified before a formal instruction to measure the level of knowledge about the subject or skill that will be developed or improved. For the present investigation, the pre-test was applied to both the control and experimental groups without any difference.

The control group consists of twenty students, of which 12 are men and 8 are women, the age ranges between 16 and 17 years. On the other hand, the experimental group consists of eighteen students, of which 11 are men and 7 women; in the same way, the age is similar to that of the control group. Consequently, it can be concluded that the two groups have similar characteristics in terms of age, gender, and context, which helps to have more accurate and equitable results without any type of discrimination. It is also important to mention that most of the students come from rural areas where learning a new language is not of great relevance according to the context where they develop.

The pre-test was applied on March 18 both to the control group and the experimental group. It is a questionnaire that is divided into four sections that correspond to the listening sub-skills listening for specific information, listening for gist, listening for details, and listening for general understanding. Both groups had the same time, and it was also supervised by the head of the English language area to provide further credibility and substance to the investigative process. The results of the pre-test were the following:

Figure 5*Pre-test Results*

Note: Own authorship

Figure 5 shows the results obtained by the two groups in the pre-test regarding listening skills. According to McMillan (2019), stated that listening skills need most of the students' attention, who must listen to different kind of information. According to the results obtained, 38% of the answers were correct in the control group, while 40% of the right answers belonged to the experimental group. These results show a point of equality without any significant difference, considering that both groups are equitable. In addition, the treatment of each group was different. While the control group worked without any approach to improve listening skills, the experimental group used the TBL approach for a month. After that, this group was assessed using the post-test, which had the same structure that the pre-test, to evaluate whether there was significant progress or no in the listening skills.

In addition, the pre-test's application allowed the discovery of certain attitudes that the student takes in situations in which they are difficult for them. On the one hand, the students feel frustrated by not being able to carry out the activities correctly since ignorance causes them to fall into despair. On the other hand, the cognitive process of assimilating skills creates confusion due to the lack of training to face this type of activities. Consequently, the need arises to apply the intervention plan based on the TBL approach to have more motivated students develop their listening skills more adequately.

4.3. Intervention Plan phase

The teaching-learning process for strengthening listening skills must follow a set of well-planned and orderly steps, making the student an active entity during the process. However, the design of a good lesson plan that meets the needs of students lies in the creation of meaningful tasks that provoke interest in learning. For this reason, an intervention plan was designed for four weeks of class work, which is based on the TBL approach proposed by Ellis (2003). The structure of the lessons emphasized the development of each of the listening sub-skills, represented by meaningful tasks, using topics according to the reality they live in without leaving behind the pedagogical aspect that allows them to strengthen these skills.

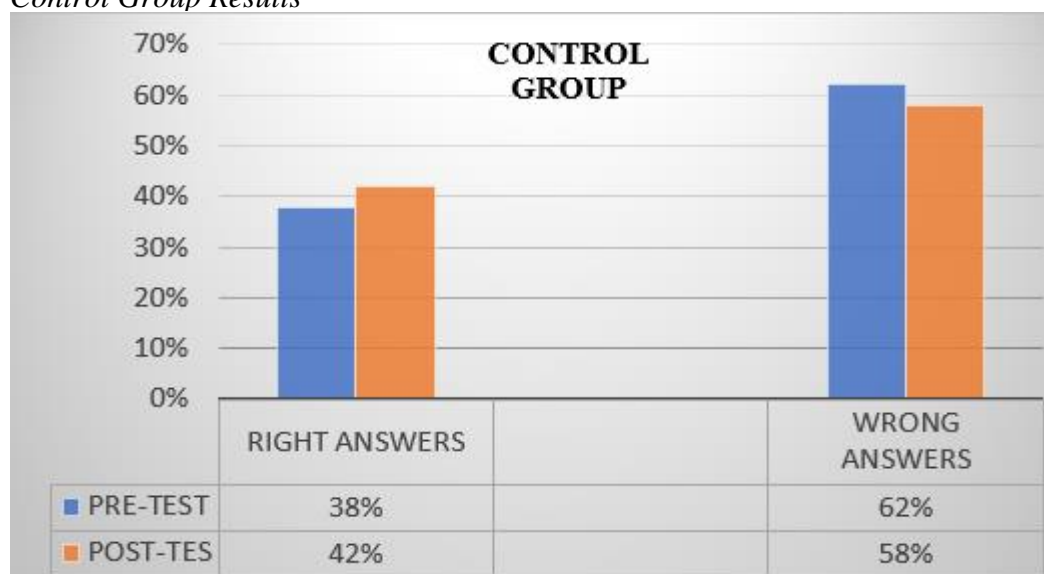
The plan must meet certain requirements to have a high level of reliability during its application. However, as Nunan (1991) states, the tasks must have certain elements that are part of the activities applied in the classroom. These elements must respond to the student's needs in order to ensure active, participatory, and, above all, inclusive learning by assuming different roles during the time of application.

4.4. Post-test phase

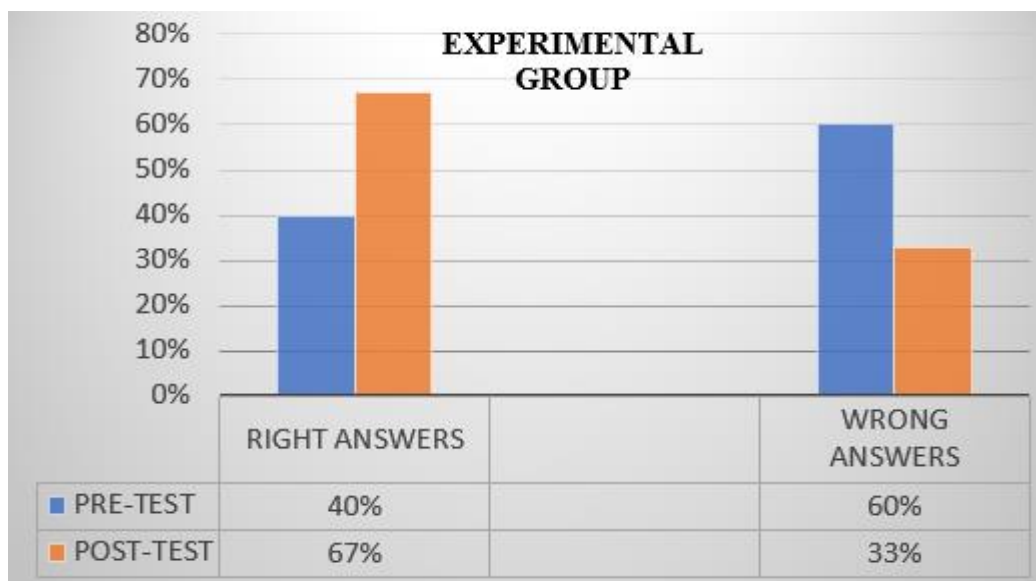
After applying the intervention plan, the post-test is the next step in the research process. It has the same structure and number of questions as the pre-test. The objective is to measure the effectiveness of the students' listening skills in the experimental group. It is essential to mention that the post-test application is immediately after the intervention plan phase has concluded. the results of pre-test and post-test for both groups were the following:

Figure 6

Control Group Results



Note Own authorship

Figure 7*Experimental Group Results*

Note: Own authorship

Figure 6 shows the results of the control group in the post-test, remembering that this group did not use the intervention plan based on the TBL approach. The contents worked on were the same so as not to affect the continuity of the educational process. According to the results obtained, it can be seen that there has been no significant progress in the control group. In the pre-test, 38% of the answers were correct, while in the post-test, only 42% were correct; therefore, it is not enough to exceed the percentage compared to the incorrect answers.

On the other hand, Figure 7 shows the experimental group's results using the TBL approach in the listening lessons. These results reflect a significant advance between the two tests. While only 40% of the answers were correct in the pre-test, 67% were correct in the post-test. Based on the results, it can be said that the continuous use of the TBL approach allows the development of listening skills significantly. These results are supported by Nixaly (2020), who sees the use of tasks as an active way of involving the student, allowing them to assimilate the ability with different tasks in their daily lives.

However, students need to work even more on perfecting their listening skills. It is essential to highlight the need to continue working with the TBL approach during classes to improve until their skills are fully developed. It is also necessary to talk about the different findings found during the application of the intervention plan, which will be discussed in the next part.

4.5. Findings

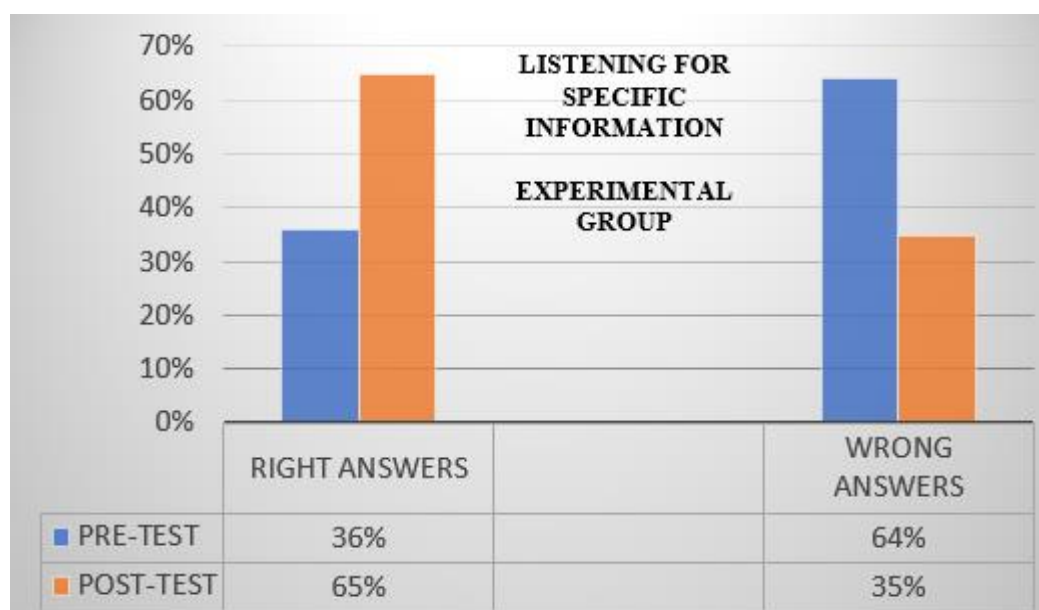
It is an essential part of the research process since it allows for analyzing the effectiveness of the TBL approach in the experimental group once the post-test phase has concluded. In this part, the researcher analyzed each subskill's results and the findings to comprehend the different characteristics found during the application of the intervention plan.

4.5.1. Listening for specific information subskill

Collecting specific information during a listening exercise allows the student to process the data received clearly and effectively. The students worked on matching activities, both for the assimilation of vocabulary that they will hear and the reinforcement of grammar that will complement their learning process. The results obtained in this subskill before and after the application of TBL with the experimental group were:

Figure 8

Listening for Specific Information Subskill Results



Note: own authorship

According to the results, 36% of answers were correct before the intervention plan, but after the application, this subskill improved considerably to 65%. These results reflect the importance of working on meaningful tasks, where activities that stimulate the student's interest are used during the lesson class. These results can be related to the affirmation of Willis (2007)

that said matching activities involve a great variety of cognitive processes that help students stimulate their brain and prepare it better for processing and acquiring new knowledge.

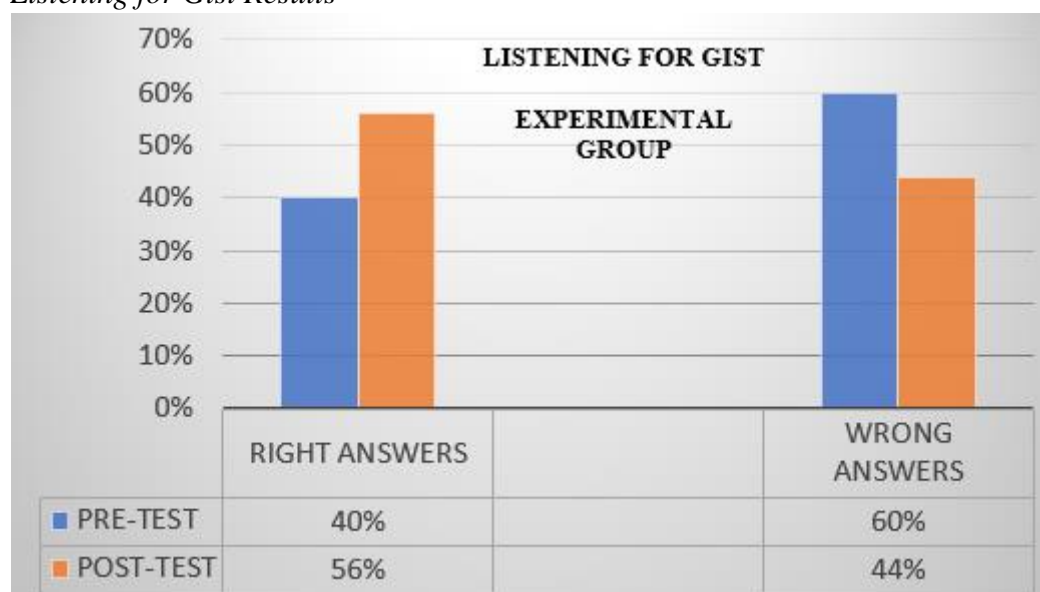
In addition, during the class of this subskill, it was possible to demonstrate the great interest that the students had in developing the activities proposed by the teacher, which allowed for more active and participatory students within the classes. Not only did the students' listening improve, but so did their speaking because they participated in additional tasks such as answering questions and applying what they had learned in class. It served as a supplement to keep the students motivated in their learning process. Finally, the results show that exposing students to meaningful materials and activities helped strengthen their ability to listen and select specific information from what they are listening to.

4.5.2. Listening for gist subskill

When students are exposed to listening regardless of the topic, they try to understand the context of the situation. In listening for gist, students are asked to understand what is happening in a case where it is not necessary to understand everything being said but rather try to understand the situation in a general way, emphasizing the tone of voice or way of expressing the speaker. For this subskill the results after the post-test in the experimental group were:

Figure 9

Listening for Gist Results



Note: own authorship

For this subskill, the results show a slight improvement in obtaining correct answers; although the result was not as expected as in the other subskills, the need to continue working to improve its effect is evident. One of the reasons it did not have as much impact on the students is the use of classifying activities without the correct hierarchy of vocabulary so that the student can have a broader knowledge of what they will hear later. This reason can be related, as stated by Zanon (2005), who highlights the importance of having complete activities with each component to their use and application. That is why teacher must design complete activities including each component so that the students do not have any type of inconvenience.

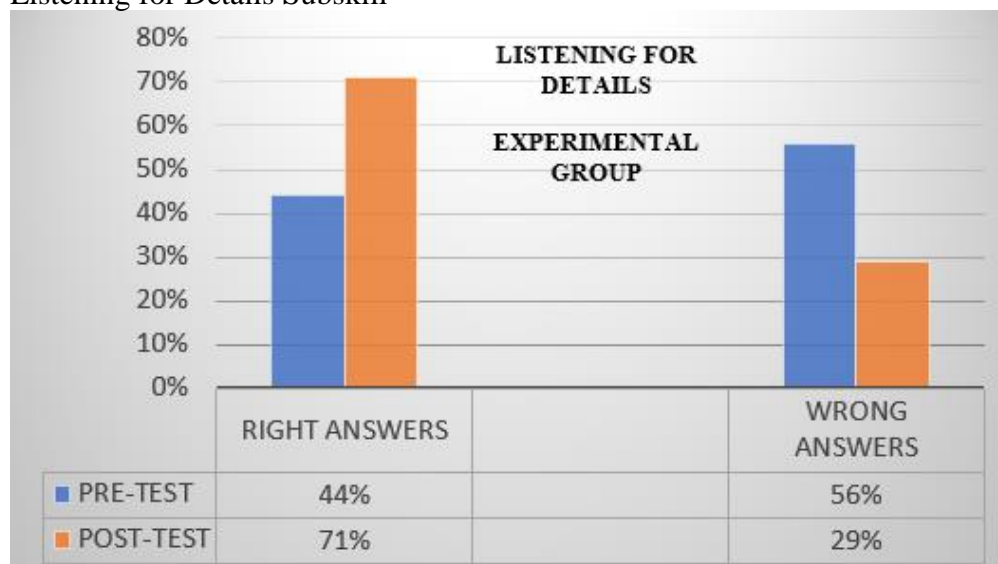
In addition, the results may suggest using additional activities so that students can improve more in this subskill. During the application of the intervention plan, it was possible to discover that some students do not like to participate actively also that the teacher must continuously supervise the development of tasks. Finally, the co-responsibility of the student and the teacher must be kept at the same level. In this way, the students feel satisfaction and fairness while developing this type of activities.

4.5.3. Listening for details subskill

Becoming a good listener can be a significant challenge among those who have not yet fully developed listening for details subskill. Listening needs a high level of attention when it is necessary to understand everything being said since, at certain times, it is not known if that information will be used later. However, listening for details allows the student to have the ability to understand everything the speaker is saying, taking note of every detail heard. For this subskill the results obtained after the interventional plan were:

Figure 10

Listening for Details Subskill



Note: own authorship

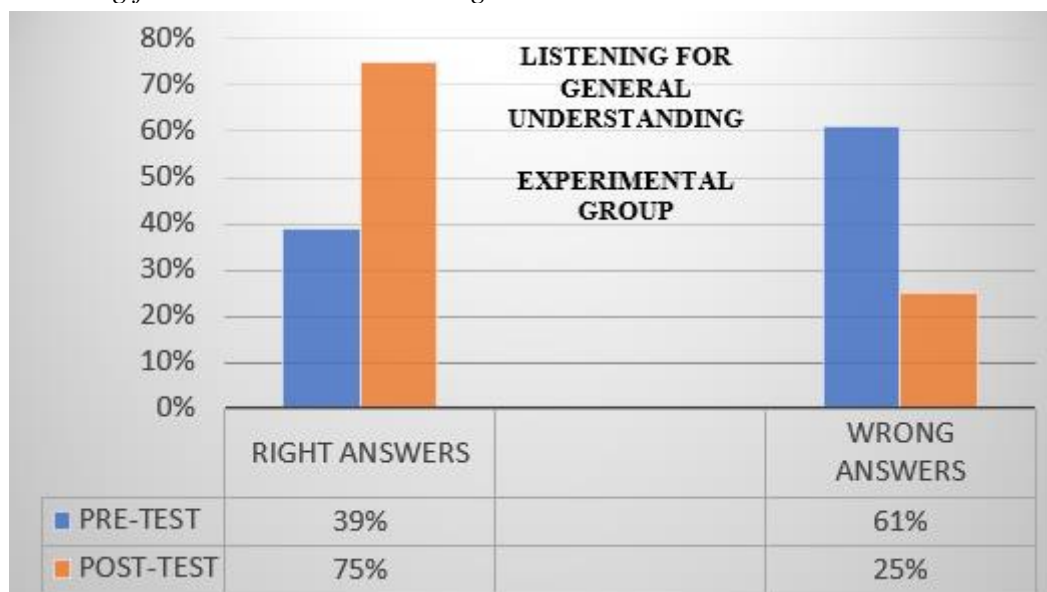
These results show a significant advance in this subskill after the intervention plan, going from 44% to 71% on correct answers. According to what was observed during the intervention plan application, the spelling bee strategy resulted in the student assimilating the unknown vocabulary with which he will work on the task. This strategy allowed activating the part of the vocabulary, which is the most complicated part for the students, thus helping them understand what they are hearing.

Making mistakes by students is necessary for them in the learning process since it allows them to correct specific characteristics that prevent them from developing the subskill properly. At this stage, it was possible to show that some students made mistakes, but they fixed them by themselves without needing help. The interaction between teacher and students was strengthened since the bee strategy allowed to generate debates when deciphering the vocabulary that will be worked on in the main task.

On the other hand, during the implementation process, students' motivation increased due to the interaction between them and the teacher. In addition, using images for the main task helped the students enter the context of what they would hear without having to listen to it first. This evidence is supported by what was mentioned by Liraz (2003), who firmly believes that using graphics in listening helps to analyze and anticipate what the student can hear, even to assume the correct answer.

4.5.4. Listening for general understanding

Understanding a message through listening is a process that the student sometimes struggles to perfect. However, in certain circumstances, the students focus on getting a general idea of what they are hearing, contextualizing the message, and answering possible questions sooner. Although it is not necessary to understand every word of the audio, it is essential to generalize what is heard to make judgments before the speaker. According to Rost (2016), listening for general understanding needs to work a little more to develop this ability. In this context the results for this subskill after applying the intervention plan were:

Figure 11*Listening for General Understanding*

Note: own authorship

These results show a big difference between the pre-test and the post-test in the listening for general understanding subskill. For this subskill, students worked on a game called The Prediction, where a series of images were shown to predict a story and vocabulary acquisition to activate their knowledge. In the pre-test, only 25% of the answers were correct, while in the post-test, 75% affirmed that the prediction strategy helped the students reinforce this subskill. However, it is necessary to mention that a minority of students needed some help to predict since they did not know words or their pronunciation. That is why this strategy needs to maintain a relationship between the topic to be heard and the pictures so that students assimilate more efficiently.

In addition, the results confirm what was said by Rost (2016), who states that having prediction activities to carry out listening tasks considerably increases the probability of being more successful in the results since this strategy allows generalizing and mentalizing about possible facts that can occur in the course of listening. However, the students must maintain a high concentration level and perform cognitive processes that allow them to anticipate what they hear to answer the questions effectively.

Finally, monitoring and error correction plays a fundamental role in learning. The fact that students make mistakes allows them to reflect on the different stages of education; in addition, students make mistakes an opportunity to reinforce their knowledge and internalize what they have learned to put it into practice in subsequent exercises.

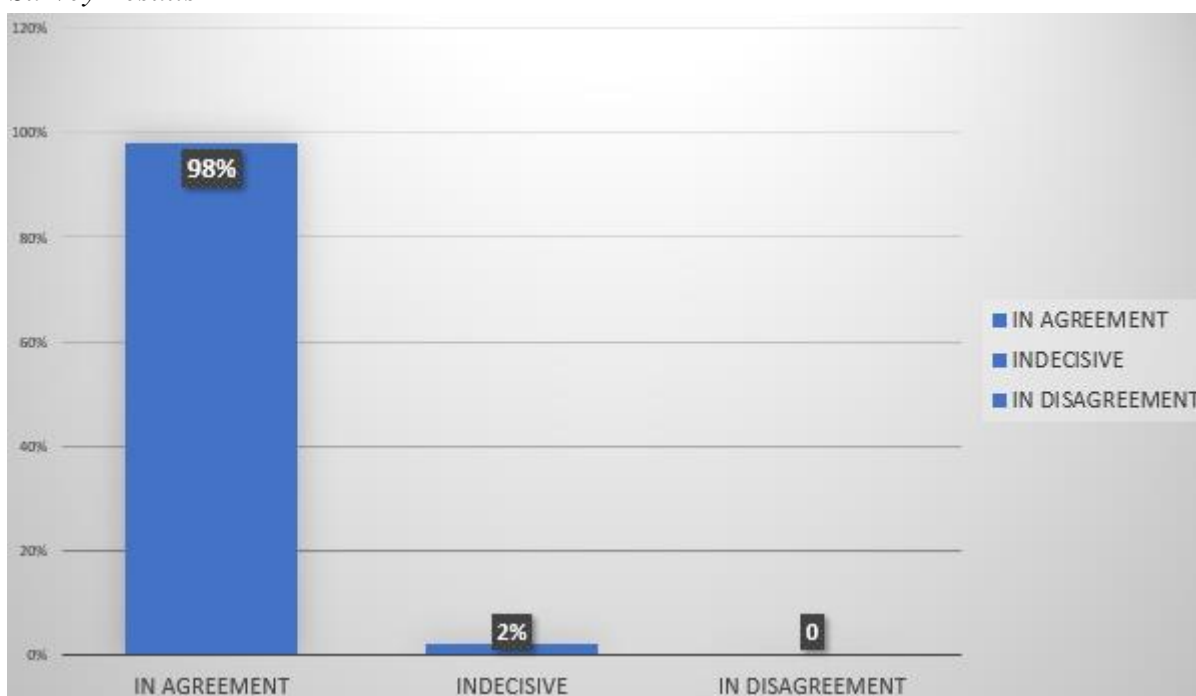
4.6. Perspectives of students

The satisfaction of the group of students must be viewed from exact parameters that allow us to have a clear and precise idea about the research carried out. Therefore, understanding the level of satisfaction that the students had during the application of the intervention plan required the application of a satisfaction survey to establish the different points of view of the students and obtain ideas on how to improve in future research. For the design of the survey, several factors were taken into account, which directly influences the degree of effectiveness of the application of the intervention plan; these parameters are objectives, methodology, content, resources, clarity, time, and sequence.

This survey measures the level of satisfaction concerning the understanding of the instructions given by the teacher, the different activities carried out in class, and the topics studied and resources used in the classroom. The parameters of the survey made it possible to show in a precise way whether the student agreed or not with the application of the intervention plan. Finally, this survey determined if there was a sequence of topics and if the time spent on each activity was sufficient to complete them. The results of the satisfaction survey are shown in the following figure:

Figure 12

Survey Results



Note: own authorship

According to the results obtained, it can be said that the majority of the students were satisfied with the application of the intervention plan using the TBL approach, which shows a clear advantage over the methodology used. In addition, it is essential to highlight the success of the method used in class during the time of application and identify those strengths and weaknesses observed for improvement in subsequent applications.

On the other hand, these results can be related to what was said by Willis (2007), who affirms that a good design of activities with a clear objective allows the student to become an active actor. Besides, the learning becomes relevant due to immersion in the different tasks carried out during the teaching-learning process. The activities based on the TBL allow the students to understand the class's objective better since these are divided into small tasks that gradually consolidate knowledge. In the same way, the importance of using authentic material that allows the students to assimilate it with their reality makes it more exciting so they can develop the activities more efficiently.

Finally, the choice of content to be worked on in class plays an essential role since it is crucial to design topics according to the students' tastes. In this way, greater attention and participation in the development of tasks are achieved; in addition, correct distribution of time and a logical sequence of related activities allowed the students to be motivated to learn and develop their listening skills throughout the application of the intervention plan.

4.7. Discussion

This research analyzes the effectiveness of the TBL approach to improving listening skills through the performance of input and output tasks in students from senior year at Huaca High School. During the research phases, it was possible to show that the results of the pre-test and post-test revealed that the correct application of the tasks based on TBL approach considerably improved students' listening skills. These results are supported by the means obtained where there is a difference of 4.26 points more in the post-test. Therefore, this is in line with the investigative work carried out by Ellis (2018), who affirms that the efficiency of the TBL approach requires systematic planning of the tasks to be used. In addition to using active techniques such as spelling bee, the student can strengthen listening skills little by little.

On the other hand, four sub-skills were selected for the demonstration of listening skills in students, the same ones aligned to level B1 of the Common European Framework of Languages with the Preliminary Exam Test (PET). These subskills are *listening for specific information, listening for gist, listening for details, and listening for general understanding*. That is why many limitations were identified during the pre-test phase, preventing the student from performing listening exercises satisfactorily.

In listening for specific information, recognizing keywords never heard before for the solution of the exercise was the fault that most of the students had, as well as the ignorance of expressions that determine whether the information is affirmed or not. In listening for gist, they had difficulty understanding what is happening in certain circumstances due to the intonation of certain words and the understanding of keywords that helps solve exercises. In listening for details, students had difficulty with homonyms, which distracted them from the meaning of what they were hearing. Finally, in listening for general understanding, the students showed many limitations in inferring situations due to the speaker's speed and deducing keywords that answered the questions posed.

A further point is that some students listen to words in isolation, preventing the interconnection of ideas from understanding the messages clearly. This can be affirmed by the results obtained in the post-test, which show that the students' ability to understand and infer statements when listening has improved. However, the application of the intervention plan has managed to significantly reduce these inconveniences since the difficulties presented by the students were worked on. As a result, a high degree of students' understanding can be evidenced when listening, responding correctly to the questions.

The implementation of the task-based approach was divided into three stages, which met the specific objective of carrying out this investigative work successfully. The stages were before, during, and after the intervention plan. The first stage before the intervention plan was a bit disappointing due to the methodological change within the class since they were used to carrying out an activity in the book without prior preparation. Therefore, there were specific changes of attitude and predisposition toward the input and output tasks; these factors resulted in a shift in mentality when carrying out the pre-activities proposed in the plan since more active participation was promoted during the learning process, as well as the activation of prior knowledge. During the intervention plan, the tasks proposed in the plan were able to show a high level of interest in developing the activities, so with a lot of practice, they developed

listening skills faster. Finally, after the plan, the students showed more confidence, and continuous monitoring by the teacher was no longer necessary when they developed listening activities. Consequently, the students felt more motivated and happier, especially when the results were mostly positive.

During the implementation process of the intervention plan, it was possible to demonstrate certain characteristics that influenced learning. It corroborated what Ellies (2018) said, that acquiring a second language does not depend solely on the methodology but on the external factors that support this process and, on occasions, hinder it. For this reason, it can be mentioned that among the strengths identified were effective and active collaboration during the activities, as well as an increase of confidence when solving a listening exercise. As a result, students were predisposed to learn English within and outside the classroom. In addition, the number of class hours was adequate, allowing the intervention plan to be completed successfully. However, some factors bothered the students, such as noise, which prevented concentration during the development of the activities. Also, the classroom space was reduced, preventing the correct execution of activities where students needed to move freely. Finally, there was one student who could not attend a class for health reasons, which disconnected him from the continuity of the learning process since the activities were interconnected.

The use of collaborative activities helped to have more consolidated learning since there was mutual help to overcome some inconveniences. In addition, there were times when some students failed in some tasks, but through feedback and the development of reinforcement activities, these were overcome at the time. Finally, the intervention plan, which included activities based on the TBL approach, contributed to achieving the general objective of the research to help students from senior year at Huaca High School to improve their listening skills during the academic year 2021-2022.

CHAPTER V

ACADEMIC PROPOSAL

5.1. Title

“Listen Without Fear”

A Guide with a set of activities based on Task Based Learning Approach to improve Listening Skills

5.2. Rationale

When learning a new language, one of the most important receptive abilities is listening. Most people spend more time using their listening skills than any other skill due to the need to perceive what is happening around them to carry out any daily activity. In the same way, productive skills such as reading or writing weigh similar importance during learning a new language (Nixaly, 2000). Consequently, foreign language students need a set of strategies that guide the correct development of their listening skills, whether in class or outside, allowing them to be in active and motivating courses for a successful learning process. Although the listening skill requires attention, it can be reinforced through daily activities such as listening to music, watching movies, or listening to audiobooks. On the other hand, Purdy (1997) affirms that listening is a rigorous and complex process in which the student experiences different stages such as receiving, focusing, assimilating, and reporting what is heard, which requires arduous and correct training for its improvement.

However, most students who have not been able to perform well in their listening skills lack high self-esteem, since it makes impossible for them to develop different activities. That is why attention to these types of students with listening deficiencies needs more interactive learning, with clear and practical strategies that help them overcome personal and academic fears. For this reason, this proposal has designed a set of activities to help students stay active and entertained to strengthen their ability to listen in any situation they find themselves in.

That is why the students of the senior year from Unidad Educativa Huaca have perceived the English classes as a little tricky since the lack of activities based on an approach that arouses interest, involves, and turns the student into the leading actor in the learning process has been

remarkable. Findings have shown that the students participated more in the different activities while applying the intervention plan. However, even though the students still did not fully develop their ability, there was a considerable improvement after its application. For this reason, the recommendation is to continue working on these activities by converting simple audios into a set of tasks with a common goal. Finally, this guide aims to help English teachers at Unidad Educativa Huaca improve their classroom experiences, presenting a set of activities based on a task-based learning approach. In addition, these activities can be adapted to any educational level so that the teacher can work better in the classroom, obtaining the best results for foreign language students.

5.3. Theoretical framework

Listening allows effective communication between people, receiving and appropriately interpreting messages to promote a fluid interaction between those involved. Generally, to reach a perfect level of listening, it is necessary to go through the levels that this skill requires. Firstly, the students listen carefully to collect information and try to compose the answer. They focus on the speaker's words in more depth and ask themselves questions to finally answer to what they heard clearly and effectively (Turel, 2014). This is why listening skill is one of the most complicated among students. They face many difficulties in the learning process that lead to despair and frustration in acquiring or improving a foreign language.

This research covers the different components of the listening skill, the same ones that allow analyzing each level the student must go through to perfect this skill. In order to reach a good level of listening, students must be able to infer, recognize sounds and accents and retain main ideas. Therefore, by handling these skills, it could be said that the students have reached a high level of listening. On the other hand, listening skill has sub-skills such as: listening for gist, listening for specific information, listening for general understanding, and listening for details, which help the student to improve their communication by building a better experience when listening and responding. Consequently, the research could significantly help teachers and students from Unidad Educativa Huaca improve their teaching-learning experience for listening skills. In addition, the pedagogical and emotional levels improve since going through an active and efficient process will always be better than every day or repetitive activities in a teaching-learning process.

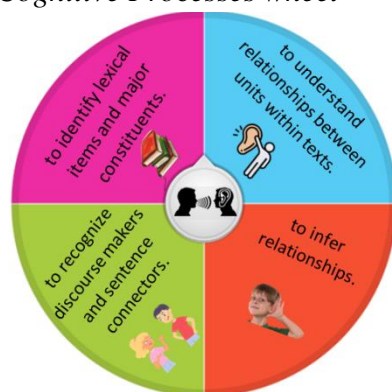
5.3.1. Listening for gist

When a person listens in a general way, in order to get an overview of the topic being discussed, listening for gist plays a vital role in achieving the goal. This sub-skill focuses on obtaining general ideas and discarding any specific information that helps to answer the questions posed. According to Siegel (2018), when students use this sub-skill, they do so despite their linguistic restrictions, such as the inability to recognize phonemes or structures that help facilitate understanding of the message. Listening for gist is present in any audio, which is necessary to carry out a preliminary analysis of what will be heard to generalize the ideas and be prepared for active and effective listening. Throughout history, terms have been confused when referring to listening for gist, so it is essential to recognize this when using this sub-skill. In addition, this sub-skill is always performed at a low level since its only objective is to make the listener aware of the importance of what he is hearing, to later decide whether to put more emphasis and attention on the text or wait until the right moment.

From a differentiated point of view, listening for gist uses many aspects that are linked to each other that help the process of a better understanding of what is heard. These aspects include linguistic knowledge, everyday experiences, and cultural awareness. Furthermore, it is crucial to recognize that this sub-skill does not use a step-by-step process; that is, with a word-by-word mechanism, instead it uses a set of cognitive processes that help to obtain better results. According to Zare (2017), the human brain recognizes many cognitive processes to reach a goal. Listening for gist uses processes such as recognizing sentence stress and knowing the differences between grammatical and lexicon words. Therefore, it is vital to see the rest of the processes that listening for gist includes, the same ones that can be analyzed in the cognitive processes for listening for gist (figure 13).

Figure 13

Cognitive Processes wheel



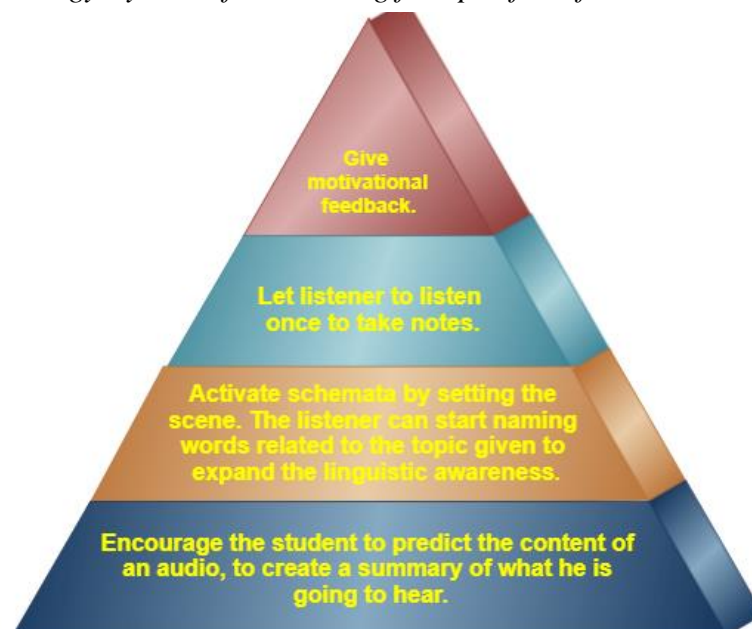
Note: Siegel, J. (2018). *Cognitive processes for listening for gist* [Figure].
<https://www.academia.edu/36937159/>

5.3.2. Listening for specific information

A lot of information needs to be obtained when listening, for which the listener must be prepared to grasp what they need. This information can be a place, a thing, a name, a time, or an object, so listening for specific information allows the listener to capture something key to respond effectively. In addition, Sheerin (1987) assures that this sub-skill involves processes at a more advanced level; due to the nature of its objective, the listener must be very aware of what he hears so that he can obtain the necessary information. Besides, listening for specific information allows making decisions such as whether the information to be searched for is affirmed or not. On the other hand, it is vital that the listener is prepared to listen to any audio, regardless of the category; this means a report, a news item, or a note, among others. This will help the listeners create their vocabulary list before listening, helping to expand their linguistic awareness, and responding accurately and effectively. Finally, the teacher must motivate the student to use different strategies that help develop listening for specific information, the same ones that can be analyzed in the strategy pyramid (figure 14).

Figure 14

Strategy Pyramid for Listening for Specific Information



Note: Robinson, T. (2017). *Listening for specific information* [Figure]. [https://www.academia.edu/75643825/Listening_for_specific:information](https://www.academia.edu/75643825/Listening_for_specific_information)

5.3.3. Listening for general understanding

Expressing a message requires a rigorous process to assimilate the information to obtain good results. Therefore, understanding what a speaker is saying requires a high level of linguistic awareness, so listening for general understanding focuses primarily on main ideas to determine what message the speaker is trying to convey. This sub-skill takes all the ideas the listener thinks he will need and then makes decisions based on what is understood. According to Willis (2003), in listening for a general understanding, the listener needs to infer based on the intonation of the speaker what he is trying to do, for example, inform, negotiate, complain or relate. Listening for general understanding involves interpretation and comprehension since they are the necessary elements to have a vision of what is being sought in the audio. However, it is vital that active listening is required for this subskill, which encompasses many essential techniques for its development, which can be analyzed in the diagram of techniques for active listening (figure 15).

Figure 15

Techniques for Active Listening



Note: Willis (2013). *Active Listening* [Figure].

https://www.academia.edu/98765665/Active_Listening

5.3.4. Listening for details

There are many ways to obtain key information when the listener listens to any type of audio. Listening for details can be confused in most cases with Listening for specific information. Still, it is essential to note that listening for details encompasses something much more specific in terms of information. According to Willis (2013), the listener must mentalize and create a group of words that are consistent with the topic that he is going to listen to in order to be prepared and obtain the most detailed information possible. This sub-skill needs to take in particular details of what he is listening to, and the listener can ignore irrelevant situations.

5.3.5. Motivation

Motivation is an essential part of acquiring or perfecting a second language. According to Krashen (2003), a motivated, lively and enthusiastic teacher transmits security and confidence to the student, achieving a closer connection during the teaching-learning process. Within an English class, the teacher is in charge of invigorating the process, proposing activities that arouse interest and that make the student the center of the process. On the other hand, the teacher is the protagonist of an interactive class through significant tasks that contribute to the student's learning. In addition, encourage students to have a positive attitude, setting short, medium and long-term objectives to reach the required level. An important aspect is that the teacher must work in class in a collaborative environment, exchanging ideas among students in order to strengthen teaching practices. However, it is also essential to instill in the student to increase their self-esteem and confidence when they learn a new language since nerves or anxiety prevent the correct development of students in class.

5.4. Listening strategies using Task-Based Learning approach

The effective use of strategies that improve the listening level of students, together with an approach that gradually builds knowledge quickly and interactively, plays an essential role in the teaching-learning process. Bearing these characteristics in mind and knowing that listening is a receptive skill that is difficult to perfect, it is crucial to select the best strategies so students can acquire their knowledge effectively. Moreover, due to its complexity, the strategies must answer unknowns such as: What is necessary to listen better? Which ones with listening levels? Or What approach facilitates listening learning? Therefore, it is essential first

to conceptualize such terms and develop activities that motivate the student to continue perfecting listening skills.

5.4.1. Strategies for listening for gist

5.4.1.1. Bingo Strategy

The Bingo strategy in the classroom represents an enjoyable way to learn new vocabulary in order to prepare to listen to audio related to the topic in practice. According to Vandergrift (2008), using active and collaborative strategies in the class allows students to be motivated to learn. Therefore, this strategy relieves the anxiety and stress of the students before being exposed to audio on different topics; thus, this strategy creates a positive learning environment contributing to the student's good performance during the teaching-learning process. On the other hand, this type of strategy is designed for students of any educational level, and its main focus is to strengthen short- and long-term memory. The objective of Bingo is to complete a table provided by the teacher with vocabulary horizontally, vertically, or diagonally. This activity lets the student reinforce their critical thinking, expand their language, and analyze and establish a set of words associated with a specific topic. Finally, the winning student will be the one who has completed the table.

5.4.1.2. Two Truths and A Lie Strategy

This strategy is highly recommended for students of slightly more advanced levels of the English language. Therefore, it fits students who want to practice speaking and listening skills on different topics. In addition, this strategy encourages the critical development of the student, who acts actively and interactively during development. On the other hand, according to Monson (2010), the combination of visual material in an activity awakens the students' senses to a significant level to promote more reinforced learning. This strategy combines visual material related to many topics, such as music, art, daily routines, etc. Finally, the students are exposed to visual and written material extracted from the audio to establish a relationship of knowledge and activate their senses to understand the message better.

5.4.2. Strategies for listening for specific information.

5.4.2.1. The storytelling strategy

This strategy allows the listener's imagination to be explored in greater depth, strengthening emotional intelligence and allowing the student to better assimilate different facts according to the subject under study. However, the student must be able to create stories through images, which will help increase vocabulary (Sharma, 2018). Therefore, this strategy aims to encourage the student to develop stories from images, managing to create similar stories to the audio. Consequently, the students analyze the content establishing judgments about what has been created. They also anticipate what they will hear since the images used will be related to the main task.

5.4.2.2. Paraphrasing races strategy

One of the most relevant strategies when looking for specific information is paraphrasing, and demonstrates students' ability to use vocabulary and convey the same message (Escudero et al., 2019). This strategy allows the student to expand the vocabulary and indicates that the student has understood enough to get the essence of the message in other words. The objective of the strategy is to raise awareness and guide the student so that she can rewrite sentences related to the topic using synonyms. Therefore, this strategy streamlines the student's mind and prepares him to be able to solve activities where paraphrasing is essential.

5.4.3. Strategies for listening for general understanding

5.4.3.1. The whisper strategy

Listening for general understanding is one of the sub-skills which requires more attention to perfect it. The whisper strategy helps students practice their speaking and listening. In addition, the listener requires more concentration to retain the ideas and pass them on to the next listener. According to Hopkins (2019), an efficient way to maintain information to transmit it later requires prior and constant training. Therefore, this strategy will help the listener to practice to retain ideas, as well as the assimilation of information obtained from the audio.

5.4.3.2. Draw that strategy

In order to increase the student's ability to raise the level of concentration while listening, DRAW THAT strategy is a very effective way for students to demonstrate their ability to understand and follow instructions to achieve a goal. Listening skill requires students to focus on what they hear, trying to get as much information as possible to establish relationships and draw conclusions. Listening for general understanding focuses on the main ideas of what is heard in order to conclude after analyzing the information obtained (Hartono, 2020). Therefore, this strategy will allow students to develop a level of concentration by listening to direct or paraphrased instructions.

5.4.4. Strategies for listening for details

5.4.4.1. The Hangman strategy

This activity has been used in different areas to promote understanding of specific words. According to Cheatham (2009), listening for details requires great attention to spelling and recognizing patterns of new words to expand knowledge. Therefore, this strategy is advantageous for students to correct certain spelling errors. However, it is essential to highlight that this strategy allows learning new vocabulary and executing word patterns to create new ones. When students use this strategy, they internalize the new vocabulary to later use it according to the context, facilitating learning. Finally, the objective of this strategy is to stimulate better writing of words and sounds according to a specific topic.

5.4.4.2. Spelling bee strategy

Spelling bee promotes the student to deepen the knowledge of a word from its etymology. This strategy is considered challenging for many students who are learning a new language. It can also be used to promote any skill such as listening, reading, writing, or speaking. In addition, it develops a high level of listening since listening to a letter by letter is necessary to form a word. Listening for details requires attentive, objective, and analytical students to identify the information needed (Yusuf, 2017). However, it is not only necessary to learn a word but also to develop a high level of pronunciation and use of the word according to the context.

5.4.5. Motivational strategies

5.4.5.1. Self-assessment strategy

When using this strategy, students internalize the new vocabulary to later use it according to the context, facilitating learning. According to Dorney (2001), the success of learning a foreign language lies in the motivation to learn and teach. Therefore, the self-assessment strategy helps students at the end of a lesson to feel comfortable and confident in what they have done. Within this strategy, you can perform different techniques such as:

- ✓ Provide positive and efficient feedback, which helps to improve the student.
- ✓ Motivate students to set learning goals at the end of the lesson
- ✓ Reward student achievement
- ✓ Encourage them to improve their weaknesses and make them understand that it is not because they cannot but because of the lack of concentration.

All these activities allow for a positive self-assessment of the student's role, promoting a warm and trusting environment so they can continue their learning process effectively.

5.4.5.2. The awareness strategy

Awareness is a strategy applied in various fields of education. When a student acquires a new language, it is crucial to know its importance and benefits since most students do it more out of obligation than liking the language. For this strategy, it is important to include activities that promote a taste for the language, such as:

- ✓ Use authentic material, whether cultural, sports, or social.
- ✓ Establish cultural relationships between the new language and the native language.
- ✓ Present audiovisual material that highlights the importance of learning a new language
- ✓ Make learning a pleasant process and use it in everyday situations.

Having students aware of the importance of acquiring a new language predisposes them to learn by putting their greatest effort and dedication

5.5. Objectives

5.5.1. General objective

To provide activities based on the Task-Based Learning approach in the improvement student's listening skills

5.5.2. Specific Objectives

- ✓ To increase teacher and student's knowledge about listening skills
- ✓ To provide lesson plan templates based on a task-based learning approach for teachers
- ✓ To determine different activities to motivate students to enhance listening skills

5.6. Beneficiaries

Nowadays, English teachers must be attentive to new methodological strategies for teaching the language differently. Students from Unidad Educativa Huaca presented difficulties over time when they carried out listening exercises. Therefore, teachers must be able to use and adapt, if necessary, different activities that foster students' interest, turning them into active subjects in the teaching-learning process. As teachers, it is to prioritize that the student enjoys the classes, especially the listening ones where the majority of students show difficulty, providing sufficient tools and resources that help overcome these inconveniences.

This guide is directed exclusively to teachers from Unidad Educativa Huaca, with different strategies, activities, and lesson templates using the task-based learning approach to work with senior year students. However, these strategies can be adapted to any educational level the case requires. In addition, it is an essential requirement that teachers have a little more knowledge about the listening skill, as well as its sub-skills such as listening for specific information, listening for gist, listening for general understanding, and listening for details. Besides, the progressive and frequent use of these strategies will be reflected in a more effective performance by the student in the listening skills. Finally, it is essential to recognize the great utility of these activities that are very helpful for strengthening the learning of English by changing the paradigm of linear teaching and taking it to another more playful, fun, and pedagogical level.

5.7. Impacts

Being a good listener in a language other than the native language represents a high level of preparation and responsibility, as well as the use of methodologies according to the current needs. The acquisition of a new language allows the student to feel more confident in himself, facing situations where listening is the protagonist. In addition, through the proposed strategies, the student can listen without difficulty and obtain specific information or details necessary to understand the situation. Finally, the students will develop that constructivist vision, motivating

other students to continue perfecting English, which plays an indispensable role in today's world.

5.8. Development

"Listen Without Fear"

Strategies based on the task-based learning approach to improve listening skills.



By Roberto Paspuel

Introduction

“Listen without fear” is a guide that offers a set of strategies and activities based on the task-based learning approach, which responds to the great need to improve the students' listening skills from Unidad Educativa Huaca. Most teachers do not know or make little use of strategies when teaching listening, focusing only on the result without analyzing the teaching-learning process. Therefore, this guide will support the teacher in concentrating on each listening sub-skills without ignoring the motivational part, which is a fundamental of the educational process.

Objectives

General Objective

Implement strategies based on the task-based learning approach to improve student's listening skills

Specific Objectives

- ✓ To provide learners with as many opportunities as possible to practice listening skills.
- ✓ To motivate students to use listening sub-skills by solving exercises according to the context.
- ✓ To provide English teachers with different kinds of sources to apply in a listening class.
- ✓ To select the most appropriate listening strategies in class, according to the learners' need to listen effectively.

Strategies for listening for gist

BINGO STRATEGY

This strategy alleviates students' worry and stress prior to being exposed to audio on various topics; as a result, this strategy provides a happy learning atmosphere that contributes to the students' high performance throughout the teaching-learning process.

Aim: at the end of the lesson students will be able to talk about their school life by using linking words to add or contrast information.

Level according to CEFR: B1

Target vocabulary: for instance - in addition – in consequence – however – despite – for example – moreover – nevertheless – before – while, although- since – plus – unless – on the one hand – in contrast – whereas – secondly – finally – in conclusion.

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of bingo for each group.

Time: 20 minutes

Procedure:

- ✓ The teacher divides the class into homogeneous groups
- ✓ Each group chooses a bingo card
- ✓ The teacher begins to spell words out loud
- ✓ Each group will cover the word in the card, as long as they have it on the card.
- ✓ The first group to complete a row, column, or diagonal will shout STOP and have an additional point.
- ✓ The game continues until some group has completed the card and will be the winners.
- ✓ The winning group will think of a sentence with each word of the card and say it in front of the class.

BINGO!

for instance	whereas	before
on the one hand	unless	secondly
while	plus	moreover

BINGO!

nevertheless	however	despite
for example	unless	In contrast
while	since	moreover

BINGO!

finally	In addition	despite
In conclusion	before	In contrast
although	For instance	moreover

BINGO!

on the one hand	despite	moreover
plus	for example	In contrast
before	For instance	secondly

BINGO!

while	despite	finally
plus	In conclusion	since
before	whereas	secondly

BINGO!

In consequence	plus	while
In contrast	On the one hand	unless
For example	before	secondly

TWO TRUTHS AND A LIE STRATEGY

This strategy allows the development of the student's critical thinking by combining visual, auditory, and written material in order to understand certain statements. This strategy allows students to make decisions based on written or audio comments.

Aim: at the end of the lesson students will be able to identify what is happening in a situation by listening to the audio of real experiences.

Level according to CEFR: B1

Target vocabulary: wildlife – nature – climates – useful – shy – college – advice.

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

Time: 15 minutes

Procedure:

- ✓ The teacher divides the class into homogeneous groups
- ✓ Each group has four worksheets
- ✓ The teacher starts by showing the first picture to the whole class
- ✓ The group goes to the first worksheet and reads the three written sentences.
- ✓ The teacher reads a short passage out loud twice.
- ✓ After listening to the teacher, each group has 3 minutes to decide which of the three sentences is a lie and which are true, giving the corresponding arguments.
- ✓ The group that has got it right, supported by arguments, gets the point
- ✓ Finally, the winning group is the one that has accumulated the most points

TWO truths AND A LIE

A

B

C

Can you guess
which one's which?



Strategies for listening for specific information.**THE STORYTELLING STRATEGY**

This strategy allows the student to create their own stories from images or keywords in order to expand their vocabulary or infer messages. In addition, it allows the student to imagine situations before an exercise is carried out.

Aim: at the end of the lesson students will be able to discuss their preferences about sports in their leisure time by using verbs DO, GO, and, PLAY

Level according to CEFR: B1

Target vocabulary: sport center – diving – workout – track – tournament – brand - ticket – climbing wall – running.

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

Time: 20 minutes

Procedure:

- ✓ The teacher divides the class into homogeneous groups.
- ✓ Each group has a worksheet to create its storytelling
- ✓ For each paragraph to write, each group will have to relate to the keyword and the image
- ✓ The teacher will serve as support during the activity.
- ✓ Once finished, the teacher will read each storytelling aloud.
- ✓ Subsequently, the teacher will give positive feedback to each group highlighting their skills.
- ✓ Finally, the teacher will explain the importance of creating storytelling from images to improve listening skills

Our Storytelling

TIRED



ABROAD



STRESSED



COMPETITION



PARAPHRASING RACES STRATEGY

Understanding a paraphrase in English is very important since specific exercises need this ability to solve them. This strategy allows the student to understand the purpose of paraphrasing and how important it is in a listening exercise.

Aim: at the end of the lesson students will be able to paraphrase sentences according to they hear.

Level according to CEFR: B1

School level: Third year of baccalaureate

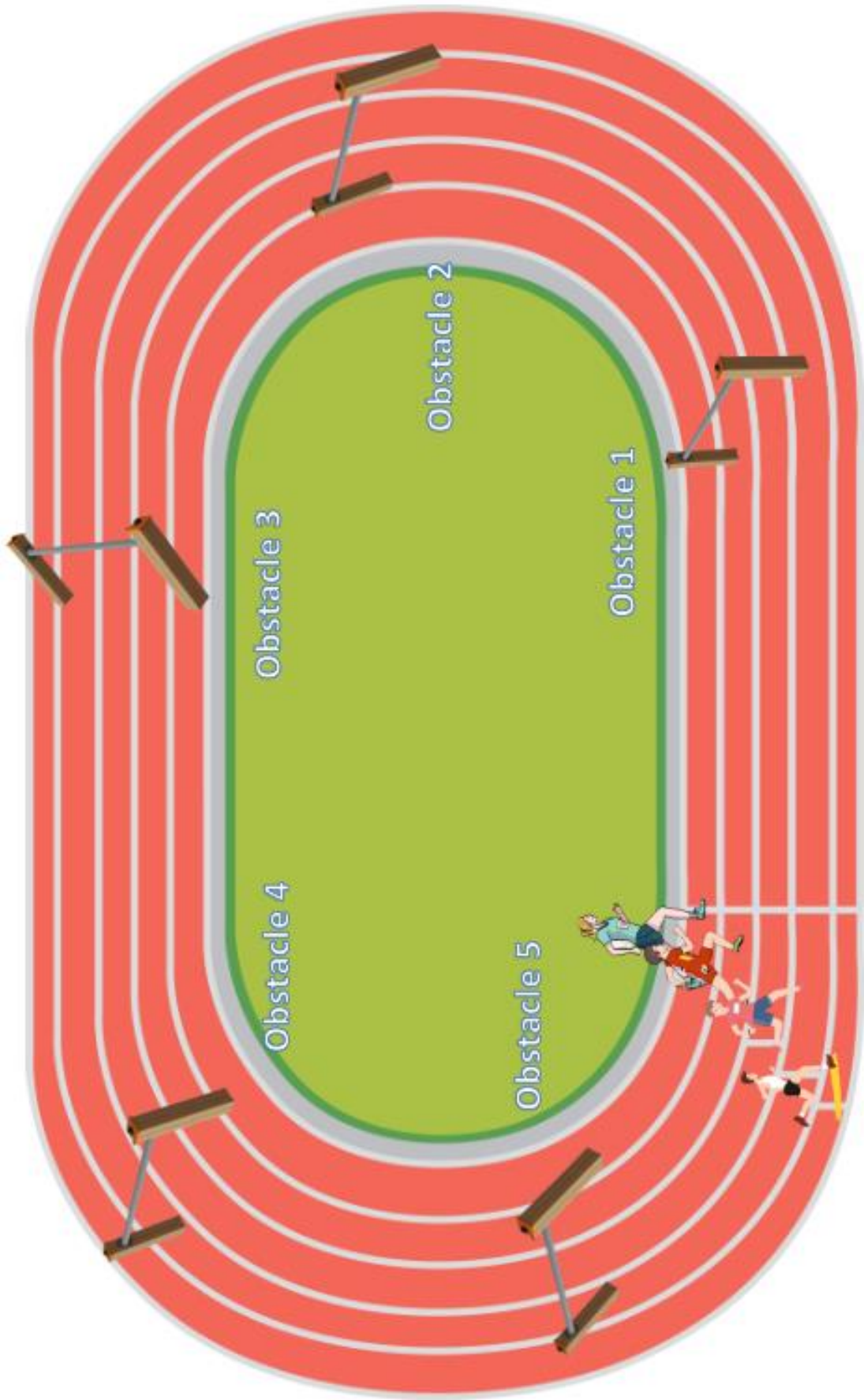
Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

Time: 15 minutes

Procedure:

- ✓ The teacher divides the class into four groups.
- ✓ Each group is given a worksheet.
- ✓ The teacher explains the rules of the activity.
- ✓ The activity begins, and the teacher reads a sentence aloud when the first obstacle is reached.
- ✓ Each group listens carefully and begins to work paraphrasing the sentence heard.
- ✓ If the teacher approves the paraphrased sentence, each group continues to advance in the race, otherwise the group works again on another sentence.
- ✓ Finally, the winning group will be the one who finishes the 5 obstacles.



Strategies for listening for general understanding

THE WHISPER STRATEGY

A general understanding of audio requires a high level of concentration and retention of information. Therefore, this strategy allows you to exercise the brain to retain as much information as possible through the game. In addition, students develop a more effective habit of analyzing information for decision-making.

Aim: at the end of the lesson students will be able to retain specific information to understand a conversation

Level according to CEFR: B1

Target vocabulary: annoyed – awful – challenging – surprised – miserable – nervous – relaxed – terrible - unusual

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

Time: 15 minutes

Procedure:

- ✓ The teacher forms groups of four students
- ✓ Each group should be numbered from A to D
- ✓ The teacher begins the activity with the first group, whispering a sentence in the student's ear.
- ✓ Subsequently, the student performs the same action with the next partner, and writes down the phrase transmitted on the worksheet.
- ✓ Each group must make two rounds of phrases.
- ✓ The winning group will be the one who has passed the phrases without distorting them.

The Whisper



Original message



Student B



Student C



Student D



DRAW THAT STRATEGY

English learners need a high level of concentration to get as much information as possible when listening to audio. Therefore, this strategy allows students to develop a better level of attention through drawing. In addition, the teacher can give positive feedback after finishing the activity, highlighting the positive points of the exercise.

Aim: at the end of the lesson students will be able to understand instructions, and infer meaning.

Level according to CEFR: B1

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

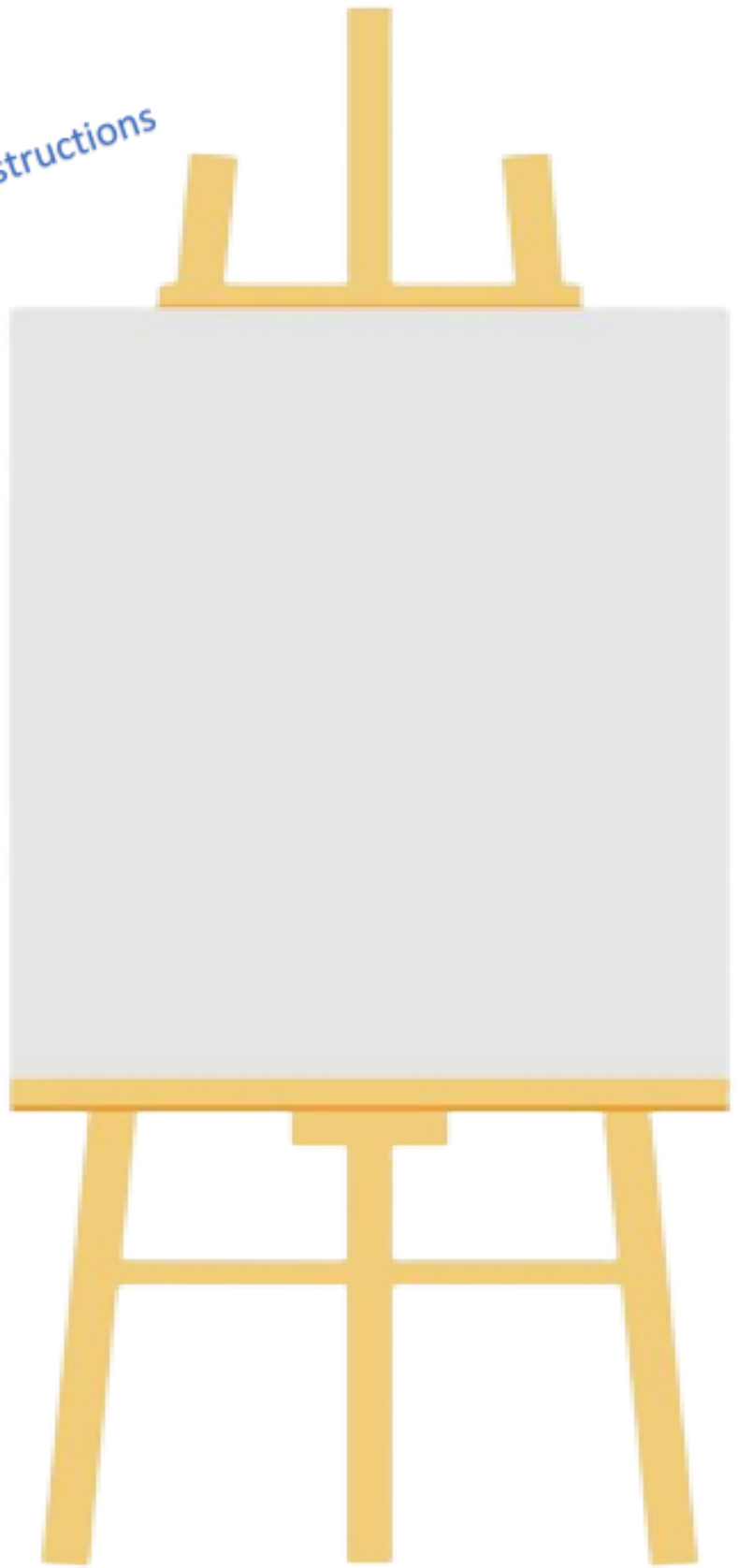
Time: 15 minutes

Procedure:

- ✓ The teacher hands out a worksheet to each student.
- ✓ Then, the teacher explains the importance of listening to instructions and inferring messages.
- ✓ The teacher begins to read a story aloud, including instructions on what he wants the teacher to draw.
- ✓ Students will begin to draw what they understand from the reading
- ✓ When the teacher finishes reading, the students will have 5 minutes to analyze and correct if the case requires it
- ✓ The teacher will examine each of the drawings and choose the winner, the student who comes closest to the answer.
- ✓ Finally, the winning student will expose the phrases that led him to create the drawing.

DRAW THAT

Listen carefully, and follow the instructions



Strategies for listening for details

THE HANGMAN STRATEGY

This strategy promotes the learning of new vocabulary as well as word patterns for the creation of new words. In addition, it prevents students from making spelling mistakes when they hear unknown words, so it is very effective when the listening task requires keywords for the answer.

Aim: at the end of the lesson students will be able to write some words related to sales without spelling mistakes

Level according to CEFR: B1

Vocabulary: sales – marketing – store – clothing – id card - food – ground – assistant

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

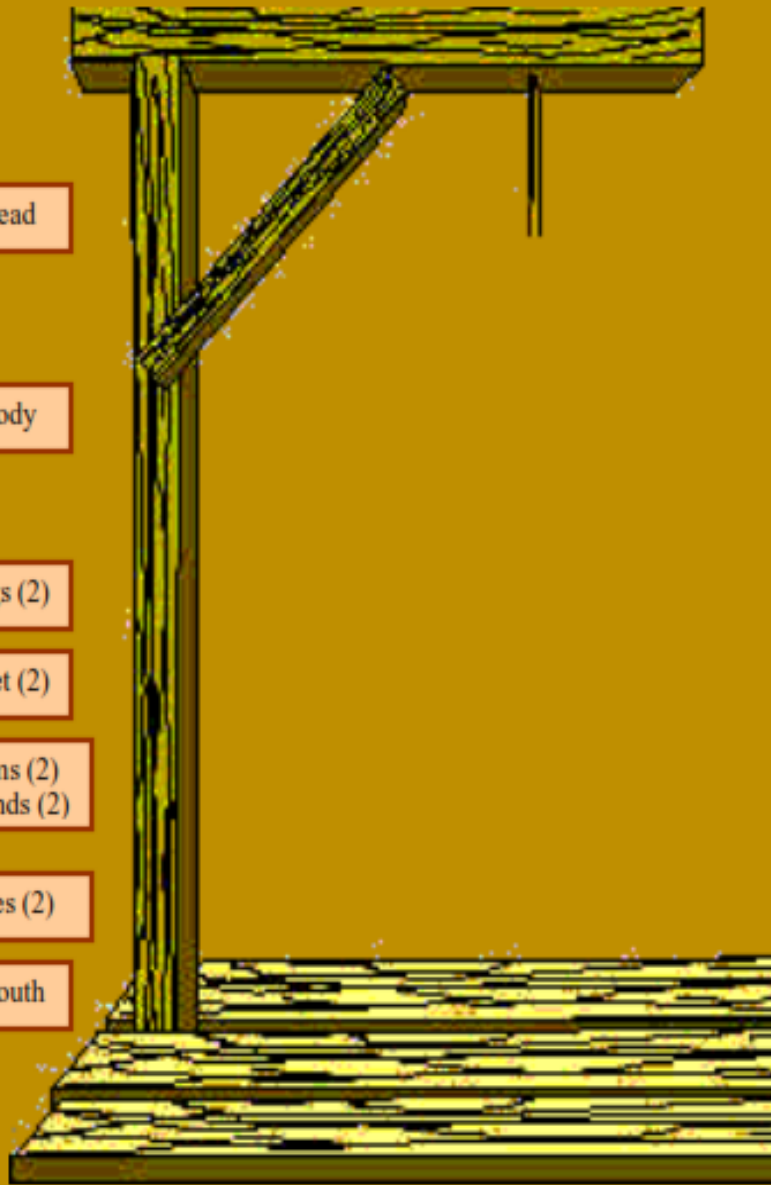
Time: 15 minutes

Procedure:

- ✓ The teacher divides the class into pairs.
- ✓ Each pair is given five worksheets.
- ✓ The teacher explains the rules of the activity.
- ✓ The teacher reads aloud a sentence related to the word they must guess
- ✓ Each couple begins to say a letter, and in the case of being there, the teacher begins to write otherwise, he draws a part of the hanging man in the corresponding order
- ✓ The winner is the first group to get the right word and gets an extra point.
- ✓ Finally, the winning group will be the one who has obtained the most points

Let's play Hangman!

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



head



body



legs (2)



feet (2)



arms (2)
hands (2)



eyes (2)



mouth

A large white rectangular area with a scroll-like top edge, intended for writing the name of the word to be guessed.

THE SPELLING BEE STRATEGY

The spelling bee is a game-based strategy that allows students to avoid misspellings when writing words after hearing them. The strategy seeks collaborative work to strengthen spelling based on sounds heard correctly.

Aim: at the end of the lesson students will be able to write words correctly and accurately by hearing different sounds.

Level according to CEFR: B1

Vocabulary: sales – marketing – store – gift – id card - food – ground – assistant

School level: Third year of baccalaureate

Group work: Experimental group

Materials: pencils, flashcards, hard copies of the game.

Time: 15 minutes

Procedure:

- ✓ The teacher divides the class into small working groups.
- ✓ Each group is given a worksheet
- ✓ the teacher gives instructions to the students.
- ✓ Students are expected to spell words accurately and correctly.
- ✓ One student from each group is called to the blackboard. Each student has the opportunity to spell the word according to the selected image; then, the teacher spells the word out loud to check the answers.
- ✓ If any student misspelled the word, he or she would not be able to participate again.
- ✓ The group that spells the most words correctly will be the winner.

Spelling Bee Champion



1



2



3



4



5



Conclusion

These strategies were selected and developed to improve students' listening skills. In addition, these strategies have been included in a lesson plan following the task-based learning approach, which allows knowledge to be acquired based on significant tasks, achieving quality learning. Therefore, the English teachers of the Huaca Educational Unit can use these activities without forgetting that they can be adapted to any educational level according to their needs. Finally, the continuous use of these strategies and motivation from the teacher to the students will help significantly improve their English learning.

Virtual Guide

Technology has gained a considerable field in the teaching-learning process of students and the practice of the teacher. For this reason, a mini website with information about the proposal has been developed, and the proposed strategies have been brought online so that the teacher can access them either from a cell phone or computer, facilitating its accessibility.

To access the mini website, visit the following link:

<https://rvpaspuel.wixsite.com/listeningskills>

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions

The objective of this research project was to develop activities based on the task-based learning approach that help improve listening skills in senior students from Unidad Educativa Huaca. The results show that the lack of innovative strategies and the use of significant tasks might affect the quality of learning when practicing listening skills, because students do not assimilate the text heard as well as the ignorance of new words to infer the meaning of the audio.

In terms of the quantitative part of the research, the experimental group achieved significant progress in listening comprehension, since results showed students' improvement when inferring meaning or picking up specific information from the audio. Furthermore, students worked on four listening sub-skills according to the Common European Framework for Languages, namely: listening for gist, listening for general understanding, listening for details, and listening for specific information. Therefore, the students learned to differentiate between each subskill and its objective. However, despite improving the sub-skill, listening for gist was not significant. This could be because the time they were exposed to the activities was not long enough.

Regarding qualitative data obtained from the answers given by the students to the open-ended questions, activities to improve listening self-efficacy were appropriate, because they allowed for increased confidence in students during the activities. This could be because the students perceived a relaxed and stress-free environment in the classroom created by the teacher and the application of strategies that motivated the teaching-learning process. Consequently, the researcher noticed more motivated students with high self-esteem. Also, teamwork helped students understand that knowledge is not only acquired individually but also acquired through the support of other people.

The creation of the proposal is based on the results of the research, considering the needs of the students, the difficulties of the teachers, and the process of improving listening skills. In addition, the design of the different instruments used, such as the intervention plan, pre-test, and post-test, responds to the nature of the research in order to establish improvement mechanisms for listening skills. In the same way, personal and professional learning after the investigation allowed the researcher to develop a pedagogical awareness to continuously improve the teaching work.

6.2. Recommendations

The findings suggest the immediate application of meaningful tasks that arouse interest in developing listening skills. In addition, the teacher must use activities that anticipate the listener with vocabulary that is included in the audio.

The results suggested a need to increase the time during the application of the activities as well as the non-overload of activities within the classroom. Therefore, it is advisable to use an adequate number of objective tasks that help the student's meaningful learning.

The findings of the study urge the continuous application of motivating and integrating activities, which allow to strengthen the students' confidence during the class. On the other hand, it is essential that the teacher establish spaces for dialogue and relaxation so that learning is not boring or stressful but rather a didactic, interactive, and meaningful process.

For further research, it is advisable to carry out similar studies applying other strategies such as metacognitive or self-assessment to see the level of difference with the proposals. In addition, in future research, the researcher could discover other difficulties in listening skills, such as establishing comments after hearing an audio or how to deal with students with different learning styles, which have not been included in this research work. Finally, all the findings found in this investigation can serve as a basis for other studies and deepen the subject, thereby obtaining a more solid proposal for the improvement of listening skills in students.

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ANNEXES

Annex 1 PRE-TEST



UNIVERSIDAD TÉCNICA DEL NORTE
 FACULTAD DE POSGRADO
 MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To determine knowledge baseline about listening skills in students from senior year at Huaca high school

Author: Roberto Vinicio Paspuel Bastidas

Judge: Martha Lara

Academic tutor: PhD Lorena Toro

Data instrument collection:

Pre - Test

Use a check mark

Scale:	Nothing	Low	Middle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

Validated by (Name and surname): Martha Lucia Lara Freire

ID: 0603143405



Dividido a la telefonada por:
 MARTHA
 LUCIA LARA

Signature

DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To determine knowledge baseline regarding listening skills in students from senior year at Huaca high school

Author: Roberto Vinicio Paspuel Bastidas

Judge: Dra. Isabel Escudero

Academic tutor: PhD Lorena Toro

Data Instrument collection:

Pre - Test evaluation

Use a check mark

Scale:

Nothing	Low	Meddle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				✓
Importance	What is the instrument's level of importance in relation to the investigation?				✓
Organization	Is there a logical organization with the questions displayed?				✓
Writing organization	Are the questions clear and concise?				✓
Observations, recommendations:					

Validated by: Dra. Isabel Escudero

ID: 0602698904

Signature:





UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

PRE-TEST

Student's Code:

Date:

OBJECTIVE: To determine knowledge baseline about listening skills.

INSTRUCTIONS:

- ✓ Read carefully the questions and options.
- ✓ You will hear the audios twice

LISTENING FOR SPECIFIC INFORMATION

A. You will hear four short conversations with a question and three visual images. For each question, select the correct answer (2,5pts)

1) What time will the flight to Brussels leave?



A



B



C

2) What does the man enjoy most about flying?



A



B



C

3) Where will Maggie's family stay on holiday this year?



A



B



C

4) What has the woman left behind?



A



B



C



UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

LISTENING FOR GIST

B. You will hear four short dialogues, each one with a question and three options. Choose the option which best answers the question in each situation (2,5 pts).

1. You will hear a girl telling her friend about a boat trip.

How does the girl feel about the boat trip?

A grateful it was so short

B surprised the sea was rough

C disappointed it was so crowded

2. You will hear a brother and sister talking about cooking.

What is the brother trying to do?

A improve his sister's confidence at cooking

B encourage his sister to make him something

C suggest that his sister cooks for their parents

3. You will hear a girl telling her friend about a band she's in.

The girl says that the singer

A is very confident on stage

B has an interesting singing style

C writes unusual songs

4. You will hear a girl telling her friend about a drama course she's doing

The girl feels

A certain she will enjoy it

B confident she will do well on it

C pleased with the activities so far

LISTENING FOR DETAILS

C. You will hear a talk about a new exercise class called "Extreme Bootcamp". Complete the gaps by writing the correct answer extracted from the audio (2,5 pts).

EXTREME BOOTCAMP

The (1) use the name 'bootcamp' for soldiers' training.

Extreme Bootcamp takes place on a (2), so you can exercise and look at the river.

Members start each class at 6.30 a.m. by doing some (3)

Wear the same clothes as for other exercise classes, and bring good (4)

The next bootcamp starts on (5)

Contact Ellie (6) for more information.



UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

LISTENING FOR GENERAL UNDERSTANDING

D. You will hear an interview with a famous businesswoman called Carla Smith talking about her life and work. For each question, choose the best option (2,5 pts).

- | | |
|--|---|
| 1. Why did Carla change the way she worked? | A She didn't enjoy the work she did.
B She spent very little time at home.
C She had health problems. |
| 2. What does Carla say about running her own business | A She continues to work a lot of hours.
B It allows her to take more holidays.
C She earns more than she used to. |
| 3. What changes has Carla made to her exercise routine? | A She does more exercise than she used to.
B She does a new kind of exercise now.
C She exercises at a different time of day. |
| 4. How does Carla feel about her health and eating habits? | A guilty about having too many snacks
B delighted that she has discovered new foods
C surprised that she now feels so much better |

THANKS FOR YOUR COLLABORATION



UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

RUBRIC FOR LISTENING SKILLS

	Area of concern <0,99	Needs work 1 – 1,99	Good 2 - 2,49	Excellent 2,5
Listening for specific information	Student's responses were completely wrong and wasn't able to listen for specific information in the text	Student's responses were almost wrong, and most of the time, and wasn't able to catch specific information from the text.	Students' responses were mostly correctly and was able to listen for specific information from the text.	Student's responses were all correctly and was able to listen for specific information from text
Listening for gist	Student struggled to focus on the listening activity and was quickly distracted to understand what is happening,	Student struggled to focus on the listening activity, although he was able to understand partially the audio.	Student was largely attentive and was able to listen with good focus and answered most of the questions.	Student was able to completely concentrate and listen carefully the audio answered correctly.
Listening for details	When listening, the student was unable to absorb certain facts and did not incorporate them in his responses.	Despite the student's poor capacity to listen for details, particular information was included on occasion.	In his/her replies, the student was able to incorporate the most exact facts and details.	All of the precise facts and details were provided in the student's replies.
Listening for general understanding	The student did not comprehend enough language or knowledge to respond to the questions.	Even if the student did not grasp most of the language or knowledge, he or she was able to answer some of the questions.	With most questions answered, the student demonstrated an excellent broad comprehension of the language and material.	The student completed all of the questions and demonstrated a very good general comprehension of all language and content.



PRE-TEST SCORING GUIDE

LISTENING FOR SPECIFIC INFORMATION

Part A

QUESTION	ANSWER	SCORE
1	Option C	0,625
2	Option C	0,625
3	Option B	0,625
4	Option A	0,625

LISTENING FOR GIST

Part B

QUESTION	ANSWER	SCORE
1	Option A	0,625
2	Option B	0,625
3	Option B	0,625
4	Option A	0,625

LISTENING FOR DETAILS

Part C

QUESTION	ANSWER	SCORE
1	army	0,417
2	bridge	0,417
3	jogging	0,417
4	trainers	0,417
5	30 th September	0,417
6	Shawes	0,417

LISTENING FOR GENERAL UNDERSTANDING

Part D

QUESTION	ANSWER	SCORE
1	Option B	0,625
2	Option A	0,625
3	Option C	0,625
4	Option C	0,625

Annex 2 POST-TEST



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To determine the level of effectiveness after applying the task-based learning to improve listening skills in students from senior year at Huaca high school

Author: Roberto Vinicio Paspuel Bastidas

Judge: Martha Lara

Academic tutor: PhD Lorena Toro

Data instrument collection:

Post - Test

Use a check mark

Scale:	Nothing	Low	Middle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

Validated by (Name and surname): Martha Lucía Lara Freire

ID: 0603143405



Firmado digitalmente por:
MARTHA
LUCIA LARA

Signature

RESEARCH INSTRUMENT VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To determine the level of effectiveness after applying the task-based learning to improve listening skills in students from senior year at Huaca high school

Author: Roberto Vinicio Paspuel Bastidas

Judge: Dra. Isabel Escudero

Academic tutor: PhD Lorena Toro

Data instrument collection:

Post -Test Evaluation

Use a check mark

Scale:	Nothing	Low	Meddle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				✓
Importance	What is the instrument's level of importance in relation to the investigation?				✓
Organization	Is there a logical organization with of the questions displayed?				✓
Writing organization	Are the questions clear and concise?				✓
Observations, recommendations:					

Validated by: Dra. Isabel Escudero

ID: 0602698904

Signature:



GLORIA ISABEL
ESCUADERO OROZCO



UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

POST-TEST

Student's Code:

Date:

OBJECTIVE: To determine the level of effectiveness after applying the task-based learning to improve listening skills.

INSTRUCTIONS:

- ✓ Read carefully the questions and options.
- ✓ You will hear the audios twice

LISTENING FOR SPECIFIC INFORMATION

A. You will hear four short conversations with a question and three visual images. For each question, select the correct answer (2,5pts)

1) Which is the girl's favorite photo?



A



B



C

2) What should people not do?



A

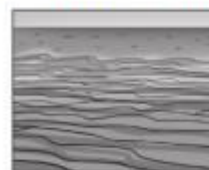


B



C

3) What has the woman studied in Collage this week



A

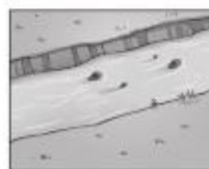


B



C

4) Where does the man prefer to swim?



A



B



C



LISTENING FOR GIST

B. You will hear four short dialogues, each one with a question and three options. Choose the option which best answers the question in each situation (2,5 pts).

- | | |
|--|--|
| <p>1. You will hear two friends talking about going skiing.
The girl thinks that going skiing is</p> | <p>A less fun than a beach holiday
B too dangerous for her and her family
C only exciting for the first few days</p> |
| <p>2. You will hear two friends talking about professional football.
They agree that</p> | <p>A footballers are paid too much
B the managers have a difficult job
C there should be less shown on TV</p> |
| <p>3. You will hear two friends talking about a cycling club.
The boy is</p> | <p>A suggesting that the girl goes on a ride with him
B persuading the girl to join the club
C describing where the members usually cycle to</p> |
| <p>4. You will hear two friends talking about a sailing course they did
They enjoyed the course because</p> | <p>A the equipment was high quality
B the instructor gave clear instructions
C the conditions were perfect for sailing</p> |

LISTENING FOR DETAILS

C. You will hear a film review on a radio program. Complete the gaps by writing the correct answer extracted from the audio (2,5 pts).

The Film Review Program

This week's reviews

The film *Jungle Fever* is a (1) about a family of tigers.
Actor Steve Wills plays a (2) in his new film, *Call It*
Swim! is about a man who wants to swim in a local (3)

Competition for listeners

Listeners can enter an online quiz at www. (4)co.uk.
Winners will receive (5) tickets.
Entries must be received on (6) by 2 p.m.



LISTENING FOR GENERAL UNDERSTANDING

**D. You will hear an interview with an architect called Scott Tenbury.
For each question, choose the best option (2,5 pts).**

- | | |
|---|--|
| 1. What does Scott say about his "capsule" apartment in Japan? | A It was too small for him to feel comfortable
B There was a lot of noise from nearby apartments
C He had to think carefully about where to put things |
| 2. Scott says that the 'upside down' house he lived in | A wasn't as exciting as he thought it would be
B attracted a lot of interest from tourists.
C needed repairing regularly |
| 3. How did Scott feel when he had to leaves his home in London? | A disappointed that it had become so expensive
B pleased to escape the effects of the weather.
C amazed that so many people wanted to buy it. |
| 4. What does Scott enjoy about living in cities | A having access to facilities
B getting interesting jobs
C seeing lots of people |

THANKS FOR YOUR COLLABORATION



UNIDAD EDUCATIVA "HUACA"
CIENCIA, HONOR Y TRABAJO

RUBRIC FOR LISTENING SKILLS

	Area of concern <0,99	Needs work 1 – 1,99	Good 2 - 2,49	Excellent 2,5
Listening for specific information	Student's responses were completely wrong and wasn't able to listen for specific information in the text	Student's responses were almost wrong, and most of the time, and wasn't able to catch specific information from the text.	Students' responses were mostly correctly and was able to listen for specific information from the text.	Student's responses were all correctly and was able to listen for specific information from text
Listening for gist	Student struggled to focus on the listening activity and was quickly distracted to understand what is happening,	Student struggled to focus on the listening activity, although he was able to understand partially the audio.	Student was largely attentive and was able to listen with good focus and answered most of the questions.	Student was able to completely concentrate and listen carefully the audio answered correctly.
Listening for details	When listening, the student was unable to absorb certain facts and did not incorporate them in his responses.	Despite the student's poor capacity to listen for details, particular information was included on occasion.	In his/her replies, the student was able to incorporate the most exact facts and details.	All of the precise facts and details were provided in the student's replies.
Listening for general understanding	The student did not comprehend enough language or knowledge to respond to the questions.	Even if the student did not grasp most of the language or knowledge, he or she was able to answer some of the questions.	With most questions answered, the student demonstrated an excellent broad comprehension of the language and material.	The student completed all of the questions and demonstrated a very good general comprehension of all language and content.



POST-TEST SCORING GUIDE

LISTENING FOR SPECIFIC INFORMATION

Part A

QUESTION	ANSWER	SCORE
1	Option C	0,625
2	Option C	0,625
3	Option A	0,625
4	Option A	0,625

LISTENING FOR GIST

Part B

QUESTION	ANSWER	SCORE
1	Option C	0,625
2	Option B	0,625
3	Option A	0,625
4	Option C	0,625

LISTENING FOR DETAILS

Part C

QUESTION	ANSWER	SCORE
1	cartoon	0,417
2	chef	0,417
3	leg	0,417
4	movies	0,417
5	restaurant	0,417
6	January 28 th	0,417

LISTENING FOR GENERAL UNDERSTANDING

Part D

QUESTION	ANSWER	SCORE
1	Option C	0,625
2	Option A	0,625
3	Option B	0,625
4	Option C	0,625

Annex 3 INTERVENTION PLAN



UNIVERSIDAD TÉCNICA DEL NORTE
IBARRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To improve student's listening skills by engaging in task-based learning activities.

Author: Roberto Vinicio Paspuel Bastidas

Judge: Martha Lara

Academic tutor: PhD Lorena Toro

Data instrument collection:

Plan Intervention

Use a check mark

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

Validated by (Name and surname): Martha Lucía Lara Freire

ID: 0603143405



Validated electronically por:
MARTHA
LUCIA LARA

Signature



UNIVERSIDAD TÉCNICA DEL NORTE
IBARRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

INTERVENTION PLAN EVALUATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To improve student's listening skills by engaging in task-based learning activities.

Author: Roberto Vinicio Paspuel Bastidas

Judge: Dra. Isabel Escudero

Academic tutor: PhD Lorena Toro

Please evaluate the contents of the intervention plan, designed to achieve the main research objective. Give a general appreciation and please feel free to make recommendations

Use a check mark

Scale:	Nothing	Low	Meddle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the plan have a logical relation with the thesis objective?				✓
Importance	What is the plan's level of importance regarding the investigation?				✓
Organization	Is there a logical organization with the proposed activities?				✓
Writing organization	Are the activities clear and concise?				✓
Observations, recommendations:					

Validated by: Dra. Isabel Escudero
ID: 0602698904



Escudero, Isabel Escudero Orozco
GLORIA ISABEL
ESCUADERO OROZCO

Signature:

INTERVENTION PLAN

WEEK 1

INFORMATIVE DATA:

Institution: Unidad Educativa “Huaca”
Teacher Researcher: Roberto Paspuel
Teacher observer: Lic Marcia Enriquez
Date: February 7th to February 11th

Lective Year: 2021 - 2022
Participants: 3rd BGU “A”
Lesson Title: Sports
Level according to CEFR: B1

Research Problem: How does the task-based learning approach improve listening skills among students from senior year at Huaca high school during the lective year 2021-2022?		
Goal: By the completion of the intervention plan, learners will be able to improve their listening skills by engaging in task-based learning activities that focus on the following points: listening for specific information, listening for gist, listening for details, and listening for general understanding.		
Learning Outcome: By the end of the lesson students will be able to: <ul style="list-style-type: none"> ✓ Discuss their preferences about sports in their leisure time by using verbs DO, GO, and, PLAY ✓ Identify specific information by exposing them to different listening situations. 		
CONTENT	INSTRUCTIONAL FOCUS	RESOURCES
<p style="text-align: center;">PRE-TASK</p> <p>Previous knowledge</p> <ul style="list-style-type: none"> ✓ Use of the verbs do, go, and play in free time activities <p>Keywords</p> <ul style="list-style-type: none"> ✓ Sports center, diving, workout, running track, tournament, surfing, path, brand, climbing wall, ticket reception. 	<p>To get started the teacher starts the session by solving short tasks that help students to activate their knowledge.</p> <ul style="list-style-type: none"> ✓ Students are set in a game called “The Storytelling” that aims to discover how fast the students think (TASK 1). ✓ Students do activity A of Worksheet 1 by labeling the names of the sports according to the pictures. ✓ Students participate in a game in which they have to guess the sport by listening to its description. (TASK 2) ✓ The teacher asks some questions to the students about their preferences in sports in their leisure time 	<ul style="list-style-type: none"> ✓ Audios ✓ Pictures about sports ✓ Computer ✓ Cards ✓ Worksheets ✓ Markers.

	<p style="text-align: center;">DURING TASK</p> <ul style="list-style-type: none"> ✓ The teacher gives students Worksheet 2 by explaining to them they must read carefully the instructions. (MAIN TASK). ✓ Students look at the three pictures carefully and write some notes about what they see in them. ✓ Students underline the keyword in the questions that will help them to pay attention to what kind of specific information they need to catch. ✓ Students listen to four people talking about their favorite sports and leisure activities. ✓ According to students hear they choose the correct option A, B, or C. ✓ The teacher set a round of questions to know what they listen to in the audio and elicit students to check their answers ✓ Teacher play for the second time the audio to students affirm their answers or change them if it is necessary. <p style="text-align: center;">POST - TASK</p> <ul style="list-style-type: none"> ✓ Students are set in an activity called “Paraphrasing races” (POST TASK) ✓ Students start a discussion whether the answers are correct or wrong by supporting the notes they have done while listening to the audio ✓ Students present their conclusion to the class according to their findings and say why they chose the answers to each question. <p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> ✓ The teacher provides a Worksheet 3 to students ✓ Students listen to some descriptions about some sports ✓ Students match the pictures with the correct description according to what they hear. ✓ Students prepare a short presentation about themselves using the learned vocabulary showing their preferences with sports in their leisure time 	
<p>Monitoring Plan: Data source 1: Observation Fields Notes Data Source 2: Worksheet 1, Worksheet 2, Worksheet 3</p>		

INTERVENTION PLAN

WEEK 2

INFORMATIVE DATA:

Institution: Unidad Educativa “Huaca”
Researcher: Roberto Paspuel
Teacher observer: Lic Marcia Enriquez
Date: February 14th to February 18th

Lective Year: 2021 - 2022
Participants: 3rd BGU “A”
Lesson Title: School life
Level according to CEFR: B1

Research Problem: How does the task-based learning approach improve listening skills among students from senior year at Huaca high school during the lective year 2021-2022?		
Goal: By the completion of the intervention plan, learners will be able to improve their listening skills by engaging in task-based learning activities that focus on the following points: listening for specific information, listening for gist, listening for details, and listening for general understanding.		
Learning Outcome: By the end of the lesson students will be able to: <ul style="list-style-type: none"> ✓ Talk about their school life by using linking words to add or contrast information. ✓ Identify what is happening in a situation by listening to the audio of real experiences. 		
CONTENT	INSTRUCTIONAL FOCUS	RESOURCES
<p>Previous knowledge</p> <ul style="list-style-type: none"> ✓ Linking Words <p>Keywords</p> <ul style="list-style-type: none"> ✓ Although, however, in spite of, unless, since, plus, while although before, while. ✓ Wildlife Park, shy, rare, college, trip, advice, outgoing, amusing. 	<p style="text-align: center;">PRE-TASK</p> <p>To get started the teacher starts the session by solving short tasks that help students to activate their knowledge.</p> <ul style="list-style-type: none"> ✓ The teacher divides the class into 6 groups ✓ Students are set in a game called “Bingo” that aims to discover linking words. (TASK 1). ✓ The teacher gives each group Worksheet 4 (TASK 2) ✓ Students do Activity A by classifying linking words in each category according to what they remember. ✓ Students do activity B by completing the sentences using the linking words from the Activity A ✓ The teacher asks students: How do they feel when they are in school? 	<ul style="list-style-type: none"> ✓ Audios ✓ Pictures about activities that happen in school ✓ Computer ✓ Cards ✓ Worksheets ✓ Markers.

	<p style="text-align: center;">DURING TASK</p> <ul style="list-style-type: none"> ✓ The teacher gives students Worksheet 5 (MAIN TASK) by clarifying what is the purpose of the activity. ✓ Students read carefully the questions and the options in each one ✓ Students underline the keywords in the questions and in the options in order to connect their meaning. ✓ Students listen to four people talking about different real situations that happen while they are in school. ✓ According to students hear they choose the correct option A, B, or C. ✓ The Teacher plays for the second time the audio to students affirms their answers or change them if it is necessary. <p style="text-align: center;">POST - TASK</p> <ul style="list-style-type: none"> ✓ Students are set in an activity called “Two truths and a lie” (POST TASK) ✓ Students set a debate talking about why they chose the option by using the notes written during the task ✓ Finally, students justify their answers by saying what part of the audio is related to their answer. <p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> ✓ The teacher provides a Worksheet 6 to students ✓ Students write a short paragraph by using linking words about the advantages and disadvantages of going school 	
<p>Monitoring Plan: Data source 1: Observation Fields Notes Data Source 2: Worksheet 4, Worksheet 5, Worksheet 6</p>		

INTERVENTION PLAN

WEEK 3

INFORMATIVE DATA:

Institution: Unidad Educativa “Huaca”
Teacher Researcher: Roberto Paspuel
Teacher observer: Lic Marcia Enriquez
Date: February 21st to February 25^h

Lective Year: 2021 - 2022
Participants: 3rd BGU “A”
Lesson Title: Shopping
Level according to CEFR: B1

Research Problem: How does the task-based learning approach improve listening skills among students from senior year at Huaca high school during the lective year 2021-2022?		
Goal: By the completion of the intervention plan, learners will be able to improve their listening skills by engaging in task-based learning activities that focus on the following points: listening for specific information, listening for gist, listening for details, and listening for general understanding.		
Learning Outcome: By the end of the lesson students will be able to: <ul style="list-style-type: none"> ✓ Talk about their preferences when going shopping. ✓ Identify the exact information of a listening passage in order to understand it. 		
CONTENT	INSTRUCTIONAL FOCUS	RESOURCES
<p>Previous Knowledge</p> <ul style="list-style-type: none"> ✓ Indirect questions <p>Keywords</p> <ul style="list-style-type: none"> ✓ Manager, training, assisting, receipt, cash, bargain, wallet, size, steal, customers, markets, loans. 	<p>PRE-TASK</p> <p>Students perm some pre-activities that aim to activate their knowledge to get ready for the task.</p> <ul style="list-style-type: none"> ✓ Students are set in a game called “The hangman” (Task 1) ✓ Students watch a short video about two people shopping in a mall (Task 2) ✓ After watching it teacher asks these questions: <ul style="list-style-type: none"> • Do you know what the name of their friend is? • Could you tell me what the shop’s name where they buy the present is? • Would you mind telling me what the functions of the weather station are? ✓ The teacher asks students to identify what are the two questions joined in a single one in the previous exercise. 	<ul style="list-style-type: none"> ✓ Audios ✓ Video ✓ Pictures about sports ✓ Computer ✓ Cards ✓ Worksheets ✓ Markers.

	<p style="text-align: center;">DURING TASK</p> <ul style="list-style-type: none"> ✓ The teacher gives students Worksheet 7 (MAIN TASK), and ask them to read the instructions carefully ✓ Students think about the context of the text and predict the kind of language and information they are going to hear (places, events, trips, holidays, and so on) ✓ Tell students that the information needed is a single word, number, or short phrase. ✓ For the first time of listening, invite students to write the information that they hear to complete the sentences. ✓ During the second listening students check their answers to make sense of the text. <p style="text-align: center;">POST - TASK</p> <ul style="list-style-type: none"> ✓ Students are set in a task called “Spelling Bee” (POST TASK) <p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> ✓ The teacher provides Worksheet 8 to students ✓ Students do the activity from the worksheet by reading the questions and circling the correct option that completes it and answers them. ✓ Finally, students expose their answer to talk about their preferences about shopping 	
<p>Monitoring Plan: Data source 1: Observation Fields Notes Data Source 2: Worksheet 7, Worksheet 8</p>		

INTERVENTION PLAN

WEEK 4

INFORMATIVE DATA:

Institution: Unidad Educativa “Huaca”
Teacher Researcher: Roberto Paspuel
Teacher observer: Lic Marcia Enriquez
Date: February 28th to March 4th

Lective Year: 2021 - 2022
Participants: 3rd BGU “A”
Lesson Title: Personal feelings
Level according to CEFR: B1

Research Problem: How does the task-based learning approach improve listening skills among students from senior year at Huaca high school during the lective year 2021-2022?		
Goal: By the completion of the intervention plan, learners will be able to improve their listening skills by engaging in task-based learning activities that focus on the following points: listening for specific information, listening for gist, listening for details, and listening for general understanding.		
Learning Outcome: By the end of the lesson students will be able to: <ul style="list-style-type: none"> ✓ Express their feelings when they do an activity by using the correct adjectives ✓ Extract the correct information by understanding the meaning of the whole text. 		
CONTENT	INSTRUCTIONAL FOCUS	RESOURCES
<p style="text-align: center;">PRE-TASK</p> <p>Previous knowledge <ul style="list-style-type: none"> ✓ Adjectives -ing or -ed </p> <p>Keywords <ul style="list-style-type: none"> ✓ Challenging, surprised, miserable, awful, unhappy, calm, clever, nervous, amusing, annoyed, anxious, recognized </p>	<p>The class starts with some activities that help students to motivate and remember their previous knowledge:</p> <ul style="list-style-type: none"> ✓ Students play the game called “The Whisper” (Task 1) ✓ Students are given Worksheet 9 by the teacher (Task 2) ✓ Students develop activity A by matching the adjective from box A to the adjective from box B which has a similar meaning. ✓ Students make brief introductions about them and how do they feel today? 	<ul style="list-style-type: none"> ✓ Audios ✓ Video ✓ Pictures about sports ✓ Computer ✓ Cards ✓ Worksheets ✓ Markers.

	<p style="text-align: center;">DURING TASK</p> <ul style="list-style-type: none"> ✓ The teacher gives students Worksheet 10 (Main Task) ✓ Students use the pause to read the questions and think about the context. This could be information about places and events or people's lives, interests, and experiences. ✓ Explain to the students they need to focus on a detailed understanding of the meaning of the text as well as explaining to them the first time they should listen for gist as in the first week. ✓ During the second listening, learners must carefully check their answers. ✓ The audio is played and the students start doing the task <p style="text-align: center;">POST - TASK</p> <ul style="list-style-type: none"> ✓ Students do the activity called "DRAW THAT" (Post task) <p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> ✓ Students watch a video about two people talking about a movie ✓ They identify the adjectives used in the conversation and write in their notebook ✓ Finally, students talk about their favorite movie by using adjectives heard in the video. 	
<p>Monitoring Plan: Data source 1: Observation Fields Notes Data Source 2: Worksheet 9, Worksheet 10</p>		

Annex 4 QUESTIONNAIRE



UNIVERSIDAD TÉCNICA DEL NORTE
IAPRA - ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS. MENCIÓN EN INGLÉS

RESEARCH INSTRUMENT VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To evaluate the level of satisfaction after the application of the intervention plan, in the students of the Third Year of Baccalaureate of the Huaca Educational Unit in the 2021-2022 school year.

Author: Roberto Vinicio Paspuel Bastidas

Judge: Dra. Isabel Escudero

Academic tutor: PhD Lorena Toro

Data instrument collection: Students' Perspectives Questionnaire

Use a check mark

Scale:	Nothing	Low	Meddle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				✓
Importance	What is the instrument's level of importance in relation to the investigation?				✓
Organization	Is there a logical organization with the questions displayed?				✓
Writing organization	Are the questions clear and concise?				✓
Observations, recommendations:					

Validated by: Dra. Isabel Escudero
ID: 0602698904



GLORIA ISABEL
ESCUADERO OROZCO

Signature:

DATA INSTRUMENTS VALIDATION

Theme: Task-Based Learning approach to boost English listening skills in students from senior year at Huaca high school during the academic year 2021-2022

General objective: To evaluate the level of satisfaction after the application of the intervention plan, in the students of the Third Year of Baccalaureate of the Huaca Educational Unit in the 2021-2022 school year.

Author: Roberto Vinicio Paspuel Bastidas

Judge: Martha Lara

Academic tutor: PhD Lorena Toro

Data instrument collection:

Questionnaire

Use a check mark

Scale:	Nothing	Low	Middle	Hight
	1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the instrument have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

Validated by (Name and surname): Martha Lucia Lara Freire

ID: 0603143405



Signature

UNIVERSIDAD TÉCNICA DEL NORTE

Resolución No. 001-073 CEAACES-2013-13
INSTITUTO DE POSGRADO

ENCUESTA A ESTUDIANTES


Objetivo: Evaluar el nivel de satisfacción después de la aplicación del plan de intervención, en los estudiantes del Tercer Año de Bachillerato de la Unidad Educativa Huaca en el año lectivo 2021-2022.

Instrucciones: Estimados estudiantes leer cada ítem cuidadosamente y responder con sinceridad a cada una marcando con una X en el cuadro correspondiente.

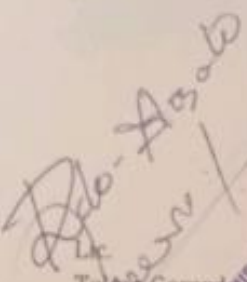
CRITERIO	PREGUNTA	DE ACUERDO 	INDECISO 	EN DESACUERDO 
Objetivos	Entendí con claridad lo que el profesor quería realizar en las clases de las últimas semanas.			
Metodología	Las actividades desarrolladas por el docente cumplieron mis expectativas			
Contenidos	Los temas tratados en las últimas clases me parecieron novedosos			
Recursos	Los recursos (hojas de trabajo, audios, videos) entregadas por su docente fueron suficientes			
Claridad	Las instrucciones de los recursos fueron fáciles de entender			
Tiempo	El profesor dio las clases cumpliendo con el tiempo y horario establecido			
Secuencia	Noté que las clases tenían actividades interconectadas			

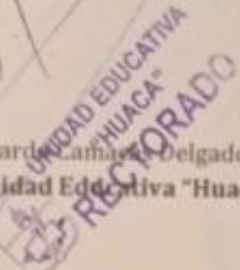
GRACIAS POR SU COLABORACIÓN

Annex 5 AUTHORIZATION



Huaca, 17 de marzo de 2022


 Teodoro Gerardo Camacho Delgado
 Rector Unidad Educativa "Huaca"
 Presente.



Estimado licenciado:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que yo, **Roberto Vinicio Paspuel Bastidas**, con cédula de identidad **040192973**, estudiante del programa de posgrado en **Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés** de la Universidad Técnica del Norte, me encuentro realizando mi trabajo de investigación para titulación. El tema de este trabajo es **"TASK-BASED LEARNING APPROACH TO BOOST ENGLISH LISTENING SKILLS IN STUDENTS FROM SENIOR YEAR AT HUACA HIGH SCHOOL DURING THE ACADEMIC YEAR 2021-2022"** y se relaciona con el proceso enseñanza-aprendizaje del idioma Inglés. En tal virtud, solicito su autorización para aplicar el enfoque del Task-Based Learning Approach durante 4 semanas del 21 de marzo hasta el 15 de Abril del presente, con estudiantes del Tercer Año de Bachillerato General Unificado paralelos "A" y "B" para poder mejorar su habilidad de escucha en el idioma inglés.

Se garantiza que los resultados de la participación de los estudiantes serán anónimos para terceras personas y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de la comunidad educativa a conocer los resultados de esta investigación en el modo de socialización que sus autoridades consideren pertinente.

Si tiene alguna pregunta sobre esta investigación, no dude en contactarme rvpaspuel@gmail.com o puede comunicarse con la Dra. Lorena Toro Mayorga tutora del trabajo de titulación al correo electrónico: litoro@utn.edu.ec. Pos su gentil atención le agradezco.

Cordialmente,

Roberto Vinicio Paspuel Bastidas
 CI: 0401792973
MAESTRANTE
 Universidad Técnica del Norte