

Evaluating Lesson Plan of Listening Comprehension

Leni Irianti
bulen.lenie@gmail.com
Universitas Galuh Ciamis

ABSTRACT

In Listening class the learner are demanded to be a critical thinker who can identify something explicitly stated in spoken text. Identifying the main idea means the students were able to engage the students' in listening, such as they are able distinguishing the main idea from supporting details, distinguishing fact, example, and opinion. This study aims at examining the lesson plan of listening especially in identifying the main idea in spoken text, whether the lesson plan has fulfill the indicators of understanding main idea in spoken text or not. This study also attempts to analyze the students' feedback to the lesson plan regarding to their learning improvement. Thus, this study also identifies the gap between the lesson plan and the impact toward the students' performance in listening. The researcher uses a survey checklist focusing on the key elements of the self-evaluation of a teacher's lesson and questionnaire for students' appraisal. Their responses are analyzed by using a document analysis and questionnaire description. Based on data analysis, the present lesson plan meets out its objectives to certain point but not completely. The result shows that most of the statements based on the key elements of the lesson plan fall into the category of "moderate" it is suggested that the lesson plan should be revised so that it fulfills the objectives of the course completely. Considering the students' course evaluation the lesson should be updated.

Keywords: Content analysis, Evaluation, Listening, and Lesson plan Analysis

INTRODUCTION

Preparing the 21st learners demand huge effort by the teacher to develop students' communicative competence. Teaching and learning will be effective if the factors are responsible to achieve the goal. The factors are learner, teacher, lesson plan, methods, materials, setting, and testing. According to Richards (2001) Listening came to be seen as an interpretive process. In listening, the learners are not only listen to the audio but also they need to understand the implicit and explicit information stated in spoken text. The objectives of the English language teaching especially in listening based on CELTA the basic concepts and terminology used for describing listening skills, and apply this to practical teaching. For example, identifying some features which indicate the purpose of utterances and listening texts and which help convey meaning. Identifying the main idea is the main purpose of listening. Understanding the main idea means the learner envisage the target language. In line with Richards (2001) current views of listening hence emphasize the role of the listener, who is seen an active participant in listening,

employing strategies to facilitate, monitor, and evaluate his or her listening. Listening also considers as language learning, because listening provides important key in acquiring the foreign language.

Lesson plan is one of factors that influence to achieve the learner's goal in acquiring and comprehending the language. Lesson plan is designed for specific set of learners during a single class period. There are some requires in writing a lesson, the skill to be taught, the objectives, timing and procedures for the class. Evaluating the lesson plan helps learner's to reach their goal in listening class. There are two objectives in evaluating the lesson plan, analyzing the content of the lesson plan of listening and it also observed the learner's progress in listening class. The purposes of this study are for teacher's self-improvement and learner's progress in listening class. Moreover, evaluating the lesson plan determines the implementation of course objectives in realities and provides remedies in certain problem regarding to the listening class.

Literatures Review

a. Listening

In Listening class for the learner are demanded to be a critical thinker who can comprehend information explicitly or implicitly stated in spoken text. For example, finding the main idea is crucial in understanding the spoken text. They need to be able to distinguishing the main idea from supporting details, distinguishing fact, example, and opinion. Based on Richards (2001) there are two different perspectives in teaching listening, which refers to listening as comprehension and listening as acquisition.

Listening as comprehension means that the main function of listening is to facilitate understanding of spoken text. Understanding the spoken text assumes the learner shared their background knowledge related to context. The characteristics of spoken text are spoken in different accents, different rate delivery, and different speaker; native or non-native. Two different kinds of processes are involved in understanding the spoken text. There are bottom-up and top down processing. The bottom-up process focuses on lexical grammatical whereas, the top down process focuses on key words to construct of a discourse. The combination between bottom-up and top down listening in listening class would be better. Both are usually appear in real world listening.

There are three phases in listening, according to Field (1998) pre-listening, while listening, and post-listening. Those phases appear in both processes. The pre-listening in bottom-up and top down process prepares the learner to activate the prior knowledge,

predicting, and reviewing key words. The while-listening phase focuses on comprehending the topic. The last is post-listening; it focuses on giving opinion based on the topic. Buck (2001) identifies two strategies in; cognitive and metacognitive strategies. Cognitive strategies deal with mental activities, such as comprehending and memorizing. Metacognitive strategies deal with mental activities that perform in the management of cognitive.

Listening as acquisition assumes that listening goal is to extracting meaning from messages, understanding the messages, understanding the language of utterances, and help learner more effective in listening class, Richards (2001). In this perspective, learner acquires the language through take part in activities that require them to try out and experiment the language itself. Both listening as comprehension and acquisition imply the role of the listening in language learning.

Listening based on Wilson (2008) is the primary purposes of listening are information gathering, pleasure, assessment, and criticism. There are types of listening based on day-to-day categories, such as listening for the gist, listening for specific information, listening in detail, and inferential listening.

Syllabus vs Lesson plan

Based on Richards (2001) syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content. The syllabus could be situational, topical, functional, and task-based. In situational lesson plan, it organizes around grammatical items. In topical syllabus, it organized around different topics and how to talk about them in English. Functional syllabus means organized the lesson plan in communicative function. In task syllabus, it focuses on the task and activities that the learners would carry out in English, (Richards, 2001).

Lesson plan is an extremely useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goal for our students, Jensen in Celce-Murcia (2001). The lesson plans serves a map or checklist that guides us in knowing what we want to do next. A good lesson plan guides the teacher what to do and how to teach. The teacher can develop their lesson plan based on the situation. It also gives advantages for stakeholders, teachers, administrator, observers, and students.

The basic principles of a good lesson plan are coherence and flow; exhibits variety; and the last are flexible. The lesson plan should be coherence and flow means it hangs together and it is not only a series of activities. The macro and micro levels were link together to build the rationale of listening activities. Thus, the students could follow the activity from one to another. In order to limit the boredom, the lesson plan should exhibit variety in neither macro nor micro level. Variety in topic, language, and skill during the lesson are important. Each daily lesson should be varies in activities, difficulties, and materials. The last is flexible. It means the lesson should not bind the teacher. It can be change during the lesson. A good teacher can shifted boredom during the lesson in order to reach the valuable teaching and learning experience.

The component on listening deals with the skills of sound discrimination, extracting information, and prediction, in order to perform specific functions. The objectives of component on listening are listening to and discriminating consonant clusters, sentence stress and intonation, diphthongs and homonyms. Listening to and understanding words, phrases and sentences; instructions, messages; stories; talk; reports; opinion; etc. The skills of specifications of the listening based on Richards (2001) are as follow:

1. Listening to and discriminate among consonant clusters, diphthongs and homonyms.
2. Listen to and understand about meaning of words, phrases and sentences.

There are some elements that should be exist in the lesson based on the lesson plan in the institution, they are:

- a) Identity, it is consist of name of the institution, subject, year and semester, topic, meeting, and time allocation.
- b) Standard competence and competence based describe the learning objective correlate with the learning outcome.
- c) Indicators are the expected goal of the students after the lesson
- d) Material is the topic given during the lesson
- e) Learning method is the method or the technique that used in the classroom to teach the material.
- f) Teaching procedures are the step of the teaching listening from the pre, while, and post listening.
- g) Teaching media is the tool that used in teaching and learning process.

- h) Scoring and scoring rubric use in evaluating the learning process.
- i) Source is the reference used during learning process.

The learning outcome regarding to the syllabus the goal of listening for English Communication is to provide the students to comprehend the oral English Communication. The lesson plan is the plan for one meeting dealing with the identifying main idea. The indicators in identifying the main idea according to Richards (2001) are distinguishing the main idea from supporting detail, distinguishing fact from example, and fact from opinion when it explicitly stated in the text.

Steps for planning the lesson are as follow based on ESL CS Lesson (2008):

1. Refer to the notes from the previous lesson to review learner's progress and challenges, think about what strategies and learning styles worked, and review unit plan.
2. Write objectives, refer to competencies section in the standards for evaluation alignment, use behavioral term, and check that objective align with the goal of the unit.
3. Determined the language skill needed for the lesson by referring to the standard document and determined the other skill needed.
4. Brainstorm activities that align with the objectives and language skills, think about text, equipment, audio, and video segments, and authentic materials needed.
5. Write the lesson plan includes motivation which introduce new skills, connection to previous learning and learner's experience; presentation where the new skills are explained and the comprehension is monitored by using multiple strategies; learner practice using skills taught; application is where the learners complete authentic tasks that connect learning to the world beyond the classroom; and evaluation is performance activity that demonstrates students have met the lesson objectives.

METHOD

This study is a document and descriptive analysis. The tools are using the document checklist related to the lesson plan evaluation. The procedures is checking the list of the rubric lesson plan evaluation and confirming the list of the rubric for the students' appraisal toward the lesson plan. The aim of the rubric is to ensure how the lesson plan fit with the component of a good lesson plan and whether teacher prepares it

for suitable course. Additional questionnaire is also administered to verify the impact of the good lesson plan toward the students' learning achievement. The table 1 represents the rubric of lesson plan evaluation based on Core-Session (2017) and table 2 shows the students' appraisal toward the lesson adapted from Webster University (2017).

The data was gathered from lesson plan rubric and students' course evaluation form. Thus, the participants of this study are lecturer and students. There were 23 lecturer and 21 students participating this study. The name of the respondents will be pseudonym in order to protect the participants' identity. The next is analyzing and interpreting the data. Those were valuable to gain the result from the two research questions regarding to the lesson plan evaluation and its impact to the students' learning achievement. The recent hypothesis, if there were not met its objectives completely, it would be better the lesson plan evaluated. The second hypothesis, if the students were responded negative; it would be a revision for lesson in order to gain students' achievement in improving their listening skill. If both answers did not meet agreement, the lesson plan needed to be updated. It is a compulsory to be done in order to fix the learning objectives and satisfying the students' goal. Here are the table 1 demonstrates the lesson plan checklist evaluation. It is also followed by the table 2 displays the students' course evaluation during the lesson in classroom.

The respondents should complete the form by put yes/no in each column. There are three parts from the lesson plan comprehension rubric, basic, activity and follow up. The first lesson basic describes the components such as topic, standard, and depth of knowledge, essential questions, objectives, material, prior knowledge, required vocabulary and instructional method. Those were the component that should be exists in the lesson plan at the beginning. The second lesson activity portrays the activity that should be written explicitly in the lesson plan. The last follow up session is the last session in the lesson plan where the teacher reflects the teaching learning process during the course. The additional instrument is students' course evaluation. It administers to gain the information about the students' progress during the lesson.

Research Questions:

1. How was the objective of the lesson plan?
2. How does the lesson plan impact to the students learning achievement?

RESULT FINDING AND DISCUSSION

Lesson Plan Checklist Result:

Table 2 Result Lesson plan Checklist

	Lesson Component	Expectation	Met Expectation	Did Not Meet Expectation
Lesson Basics	Meaningful Topic	Topic was relevant to adult learners.	Topic was relevant for adults.	Topic was missing or not relevant.
	Standards	Stated Next Gen and/or Common Core standards were addressed.	Standards were stated (including reference number) and matched objectives and activities.	Standards were missing or not addressed adequately in the activities.
	Depth of Knowledge	Depth of Knowledge (DOK) was correctly identified and lesson involved at least one DOK Level 3 or 4 activities.	Selected DOK levels matched activities.	DOK levels were not indicated or misidentified.
			At least one DOK level 3 or 4 activity was included in the lesson.	Only DOK level 1 or 2 activities were included in the lesson.
	Essential Question	An essential question that was meaningful and relevant to adult learners framed the central idea of the lesson and was adequately addressed by the lesson activities.	Stated question was meaningful and relevant for adults.	Question was missing or not relevant.
			Lesson activities addressed aspects of the question.	Lesson activities did not address the given question.
Objectives	The objectives were designed to answer the essential question and clearly stated what students would be able to do at the end of the lesson (versus what the teacher would do or what the students should know).	Objectives addressed the essential question and matched what was taught and assessed.	Objectives were missing, not relevant, or did not match what was taught or assessed.	
		Objectives included active verbs that defined what students would be able do.	Objectives were missing or did not define what students would be able to do.	
Lesson Basics	Required Materials/ Equipment/ Technology/ Community Resources	A variety of audio/visual materials were identified and were used to support the lesson allowing	Necessary resources were identified in the plan and their use specified in the activities.	Some necessary items were not identified or their use was not specified.

	Lesson Component	Expectation	Met Expectation	Did Not Meet Expectation	
		students to acquire information/skills via a variety of modalities.	Resources were identified that addressed more than one type of modality.	There was no variety in the type of resources identified.	
	Prior Knowledge/Connections	Pre-requisite skills were identified that matched the lesson content and the skills of students in the group.	Appropriate pre-requisite skills were identified.	Appropriate pre-requisite skills were not identified.	
			Students had the pre-requisite skills needed to perform the activities	Students were unable to perform activities due to lack of pre-requisite skills.	
	Required Vocabulary	Required vocabulary was identified and taught for each part of the lesson.	Necessary vocabulary was identified for each part of the lesson	Necessary vocabulary was not identified for some parts of the lesson.	
			The Activity Plan indicated how the vocabulary was introduced and taught.	There was no indication of how the vocabulary was introduced and taught.	
	Instructional Methods	A variety of techniques/ methods were identified that were appropriate to the learning objectives and allowed students to acquire information/skills via a variety of contexts. The chosen techniques were appropriate for the learning activities.	More than one instructional method was identified and used in the lesson.	Only one or no instructional methods were identified and used in the lesson.	
			Methods matched the purpose of each activity.	Methods were inappropriate for the activities.	
	Lesson Activity Plan	Warm-up/ Review/ Make Connections	Lesson started with a warm-up activity that helped students review any previous instruction and make connections to what they already knew or believed about the new topic.	Provided an activity which activated prior knowledge by reviewing previous learning.	Activity was missing or did not review previous learning.
				Made connections to previous experiences.	Activity was missing or did not connect students to their own experiences.
		Introduction to Content/ Explanation	The essential question and the content of the lesson	Introduced essential question.	Essential question was not introduced.

	Lesson Component	Expectation	Met Expectation	Did Not Meet Expectation
		were introduced. A clear explanation of the objectives and their relationship to the essential question was given.	Gave clear explanations of objective and purpose of activities.	Objectives were not explained adequately.
			Discussed context and rationale for the lesson.	Rationale for the lesson was not addressed.
	Presentation/ Model the Learning Process	Concepts were communicated in multi-sensory ways. Direct explicit instruction was provided. The instructor clearly described steps while modelling the tasks.	Communicated the lesson content using a variety of multi-sensory methods.	The lesson content was conveyed using only one modality or was not conveyed adequately.
			Demonstrated and explained steps while students observed.	No modelling occurred or the steps were not adequately explained.
			Modelled strategies by doing—correctly, clearly, and concisely using “think aloud.”	No modelling done or it was not done adequately.
	Scaffold/ Guided Concrete Practice	The instructor broke skills down into learnable parts and provided constructive feedback.	Introduced structured activities that allowed students to practice skills clustered into increasingly larger chunks.	Activities were not structured to offer increasingly difficult tasks.
			Provided guidance and constructive feedback while students were working on the activities.	Feedback was not constructive or not offered while students were engaged in practicing skills.
Lesson Activity Plan	Communicative/ Collaborative Concrete Practice	New skills were practiced allowing student interaction and cooperation.	Effectively organized students into differentiated groups and/or created an interactive setting.	No grouping strategies were employed that effectively allowed for differentiation and/or interaction.

	Lesson Component	Expectation	Met Expectation	Did Not Meet Expectation
Follow-up			Set up tasks that required participants to communicate and collaborate.	Students were not given the opportunity to interact and operate in pairs or small groups.
			Monitored students' use of skills during activities.	The instructor did not effectively monitor groups during activities.
	Independent Concrete Practice/ Application	New skills were practiced by individuals that could transfer to a real world setting.	Provided the opportunity to work independently (either within the class or as a class assignment).	No individual work was assigned.
			The application tasks approximated the demands of tasks adult students would need to perform in real-life.	Tasks were absent or purely skill-based without connections to real world applications.
	Assessment	Assessment activities measured student application of objectives taught in the lesson and the instructor provided feedback following assessment.	Designed assessments that provided the opportunity to demonstrate mastery of the skills taught in the lesson.	No assessment activity was provided or it did not measure what was practiced and taught.
			Provided immediate, positive, and corrective feedback regarding the assessment.	Instructor gave no feedback or did not provide effective feedback.
Wrap-up/ Concluding Activity	Class reviewed lesson objectives and revisited the essential question. Students (rather than the instructor) were encouraged to reflect on and summarize the lesson.	Provided the opportunity for students to recap what was taught and learned.	The instructor summarized the lesson or no wrap-up occurred.	
Instructor Reflection	After delivering the lesson, the instructor commented on	Reflected on the success of the lesson.	Did not reflect on the success of the lesson.	

	Lesson Component	Expectation	Met Expectation	Did Not Meet Expectation
		success of lesson and any changes to be made when using the lesson again in other contexts.	Noted changes to be addressed in future lessons.	Did not identify any future modifications.

Total **Yes** of Total Rated : 8
 Total **No** of Total Rated : 12
 Total **Abstain** of Total Rated: 3
 Percentage **Yes**: 22%
 Percentage **No**: 52%
 Percentage **Abstain**: 26%

Based on the table 2, it showed the final result of the lesson plan checklist. There were 23 respondents who rated this checklist. They were competent lecturers and varied from the background knowledge. They were experienced and qualified in the field of higher education issues for many years. The checklist was spread during the curriculum evaluation for the next academic year from 27th October 2017 to 18th December 2017. Considering the demand of the 21st century learning process, the stakes holder decided to revise the curriculum. The new curriculum should be based on *KKNI (Kerangka Kualifikasi Nasional Indonesia)* for the higher education. Thus, the management of English Education Department along with *APSBI* arranges the meeting for designing a new curriculum and syllabus for the English Department. According to those considerations, this study tried to evaluate from the lesson plan especially in listening comprehension course then later evaluate the syllabus and curriculum. Based on the checklist, the result of the lesson plan checklist the respondents rated 8 for the total of yes that the lesson met the objectives. There were 12 respondents who rated no for lesson plan checklist. The 3 respondents did not rate the checklist because they could not decided perfect lesson plan for the listening subject. Thus in conclusion, the result displayed that major rater agree that the lesson plan need to evaluate that updated. As result the prescribed lesson plan requires to redesign in order to meet its objectives. The respondents assumed that it will be better in some of keys elements of the lesson plan should be evaluated. Thus, it helps the students' to reach their learning goal in listening comprehension class.

In line with the finding there are some elements in constructing the lesson plan based on Harmer (2007):

- a. Aim, the most important element is a part when the teacher set the goal of the teaching and learning outcome.
- b. Class profile, it gives information about how the students are.
- c. Assumption, it is the teacher assumption about the students knows and can do.
- d. Personal aim, the lesson plan can be use as the teacher's reflection.
- e. Skill and language focus, it set what language and skill the students are going to be focusing on.
- f. Time table, the lesson plan has to be fit in a sequence of classes.
- g. Potential learner problems and possible solutions, good lesson plan tries to predict potential problem and solution for the learner.
- h. Success indicators, it might be that the students can confidently produce unprompted sentences. The point of including success indicators in our lesson plan.

According to Harmer (2007) when planning a sequence of lessons, there are a number of issues that the teacher needs to bear in mind. The first is reacting to what happen during the course. Deciding the short-and long-term goal of the lesson plan is matter. In order for students stay motivated, the teacher need goals and the potential for achieving their goal in learning. The long-term goal helps the student to master the language. Both goals help the teacher and the students to reach the aim and to meet the reflection towards the course. The third is thematic content that provides variety in lesson. Variation provides the lesson focus on different content each sequence. Thus the students perceive better comprehension and avoid tiredness. The fourth is language planning, when the teacher sets the lesson plan language planning should be consider as a part of the learning goal. The next, activity should be balance. It can be individual, discussion or group discussion in each meeting. Over the period of week or months, the activity should be different. The last skill, it should be serve different skills in each meeting in lesson plan. The lesson plan should cover those issues in order to arrange a good lesson plan.

Students' Feedback

Table 3 Students' Course Evaluation

TEACHING APPROACHES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor stimulated my interest in the subject.	0	9	0	9	2

2. The instructor managed classroom time and pace well.	0	5	5	6	5
3. The instructor was organized and prepared for every class.	0	6	9	5	1
4. The instructor encouraged discussions and responded to questions.	0	6	5	7	3
5. The instructor demonstrated in-depth knowledge of the subject.	2	5	11	3	0
6. The instructor appeared enthusiastic and interested.	3	6	5	5	2
7. The instructor used a variety of instructional methods to reach the course objectives (e.g. group discussions, student presentations, etc.)	2	5	5	4	3
8. The instructor challenged students to do their best work.	1	6	6	5	5
			Yes		No
9. The instructor was accessible outside of class.			19		2
10. Did the instructor actively attempt to prevent cheating in this course?			21		0
FEEDBACK AND ASSESSMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Information about the assessment was communicated clearly.	0	3	10	5	3
12. Feedback was provided within the stated timeframe.	1	6	6	4	4
13. Feedback showed how to improve my work (e.g. corrections)	3	5	5	6	2
RESOURCES AND ADMINISTRATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
14. The course was supported by adequate library resources.	2	4	4	7	4
15. Blackboard resources for the course were useful.	3	9	2	5	2
16. Instructor gave guidance on where to find resources.	0	6	6	5	4
ADDITIONAL QUESTION				Yes	No
17. The Lesson plan was explained at the beginning of the course.				21	0
18. The course was delivered as outlined in the lesson plan.				4	17
19. Instructor explained the grading criteria of the				5	16

course.

20. Exams related to the course learning outcomes.	8	13
21. Projects/ assignments related to the course learning outcomes.	8	13

	OVERALL EXPERIENCE				
	Yes	No			
22. This was a worthwhile class.	14	7			
23. Would you recommend this course to a fellow student?	14	7			
	Excellent	Very good	Good	Fair	Poor
24. Overall, how do you rate your experience in this course?			2	19	
	A: 0 – 4h	B: 5 – 8h	C: 9 – 12h	D: 12 – 16h	
25. How many hours did you spend per week on preparation/homework for this course?		8	10		3

The table 2 displayed the students' response toward the lesson. Overall result, it can be concluded that the lesson plan give less impact to the students' goal in learning. The teaching approach was not met students' satisfaction. Then, in feedback and assessment the students assumed that it required being set more clearly. Resources and administration were considered to be updated. Moreover for the lesson plan, it was almost met the objectives. Although it necessitates to be evaluated consider to the learning outcome and students' goal. The learning experience was almost considered as fair valuable for the students.

CONCLUSION AND SUGGESTIONS

This study has identified the objective one of the lesson plan in listening comprehension and the impact to the students' progress in listening comprehension. The ineffective implementation of the lesson plan has been noticed in many elements. Thus, it was considered to be evaluated. The students' comprehension form was displayed that there were unsatisfied result of students' progress in listening comprehension. The limited time and respondents were become the weaknesses in this research.

This study recommends that the lecturers, government and educational stakeholders were got more involved in lecturers training in designing the lesson plan. Moreover, at the English Department of education should thoroughly investigate the training of lecturers and take the appropriate measures for teaching and learning improvement.

REFERENCES

- Buck, Gary. 2001. *Assessing Listening*. New York: Cambridge University.
Cambridge English Certificate in Teaching English to Speakers of Other Languages.
2015. Syllabus and Assessment Guidelines: Fourth Edition. University of
Cambridge. Cambridge.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language: 3rd
Edition*. Boston: MA. Heinle & Heinle.
- Core-Session. 2017. Comprehensive Lesson Plan Rubric.
[http://wvde.state.wv.us>Core_Sessions](http://wvde.state.wv.us/Core_Sessions)
- Esl cs lesson. -. Lesson Planning. Retrieved from [https://www.dllr.state.md.us>escslesson](https://www.dllr.state.md.us/escslesson)
- Field, John. 2009. *Listening in the Language Classroom*. New York: Cambridge
University.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching: 4th Edition*. Pearson
Education. Longman
- Richard, Jack C. 2005. Second Thoughts on Teaching Listening. *RELC* 36.185-92. doi:
10.1177/0033688205053484.
- Richard, Jack C. 2001. *Curriculum Development in Language Teaching*. Cambridge
University Press. Cambridge
- Webster university. 2017. Students Course Evaluation Questionnaire.
[http://webster.ac.at>files>attachment>student](http://webster.ac.at/files/attachment/student)
- Wilson, JJ. 2008. *How to Teach Listening*. Longman: Pearson Education.