A background image showing three young people (two women and one man) wearing headphones and listening to music. They are positioned in the foreground, slightly out of focus, against a bright, overexposed background. The text is overlaid on this image.

Language Learning and Skill Assessment : Listening

Nature of Listening

- Listening is in action when speaking is ongoing.
- Listening with comprehension depends on understandability of speaking.
- Listening is part of speaking due to their interplay roles.
- It is claimed as a receptive skill which is a basis for language learning or acquisition.



You can test your listening skill here.

<https://www.youtube.com/watch?v=H8mRwu1gdbE>



English Listening Test

Level A1

Skills in Listening

- Microskills

What are they?

Are they only about the lexis level?

Are they too much on grammatical matters?



Skills in Listening

- Macroskills

Are they about an abrupt understanding?

Are they observable in advanced listeners?



Microskills

Language knowledge :

What does a student need to learn in order to develop their listening?

1.Sounds of English

2.Pronunciation patterns



English > Oxford 3000 > A2		
ability noun	A2	 
able adjective	A2	 
abroad adverb	A2	 
accept verb	A2	 
accident noun	A2	 

3. Language chunks

4. Reduced word forms

(from their normal form)

5. Grammatical boundaries

(phrases/ clauses/ sentences)

They can be words that always go together, such as fixed collocations, or that commonly do, such as certain grammatical structures that follow rules. A listener or reader uses their knowledge of chunks to help them predict meaning and therefore be able to process language in real time.

Chunks include lexical phrases, set phrases, and fixed phrases.

Example

'Utter disaster', 'by the way', 'at the end of the day', 'encourage + someone + infinitive', 'dependent + on' are all examples of chunks.

6. Word order pattern/ semantic modification

7. Meanings in different word categories

8. Major and minor constituents in sentence formation



9.Speech at different rates of delivery

10.Speech with some variables (errors, fillers, corrections, pauses)

11.Methods of using cohesive devices in spoken discourse



Macroskills

Communicative functions:

What does a student need to learn in order to listen?

1. appropriate use of words in situations

2. real-world knowledge to make inference or prediction while listening (time, place, cause, effect)



3.relationship among information parts (main idea, supporting details, techniques of idea linking: exemplification, comparison and contrast, chronological order)



4. body language or tone of a speaker (emotion, intention)

5. a battery of listening strategies (guessing, noticing, key words)



Types of Listening

Intensive



Responsive



Selective



Extensive



Listening Assessment/Evaluation

1. Intensive listening : recognize sounds, intonation and grammar, and store them in a short-term memory

Recognizing phonology and morphology

Test-takers hear: Is he living?

Test-takers read: A. Is he leaving?
B. Is he living?

Test-takers hear: I missed you very much.

Test-takers read: A. I missed you very much.
B. I miss you very much.

Test-takers hear: vine

Test-takers read: A. vine
B. wine

Paraphrase recognition

Test-takers hear:

Man: Hi, Maria, my name's George.
Woman: Nice to meet you, George. Are you American?
Man: No, I'm Canadian.

Test-takers read:

- A. George lives in the United States.
- B. George is American.
- C. George comes from Canada.
- D. Maria is Canadian.

Test-takers hear:

Hello, my name's Keiko. I come from Japan.

Test-takers read:

- A. Keiko is comfortable in Japan.
- B. Keiko wants to come to Japan.
- C. Keiko is Japanese.
- D. Keiko likes Japan.

2. Responsive listening: determine or differentiate speech types used in events, simultaneously understand both context and content and make short responses.

A question and answer format test (open-ended or a close-ended question in a conversational format)

Test-takers hear: How much time did you take to do your homework?

Test-takers read:

- A. In about an hour.
- B. About an hour.
- C. About \$10.
- D. Yes, I did.

Test-takers hear: How much time did you take to do your homework?

Test-takers write or speak: _____.

3. Selective listening: use a variety of linguistic strategies and/or schemata to give exact answers from a stretch of information or simple interpretation from denotation and connotation in messages

Listening cloze (cloze dictations or partial dictations)

A test taker listens to a story, a conversation or a lecture and there are some missing items to complete with exact words.

Test-takers hear:

Ladies and gentlemen, I now have some connecting gate information for those of you making connections to other flights out of San Francisco.

Test-takers read the sentences and write the missing words or phrases in the blanks.

Flight seven-oh-six to Portland will depart from gate seventy-three at nine-thirty P.M.

Flight ten-forty-five to Reno will depart at nine-fifty P.M. from gate seventeen.

Flight four-forty to Monterey will depart at nine-thirty-five P.M. from gate sixty.

And flight sixteen-oh-three to Sacramento will depart from gate nineteen at ten-fifteen P.M.

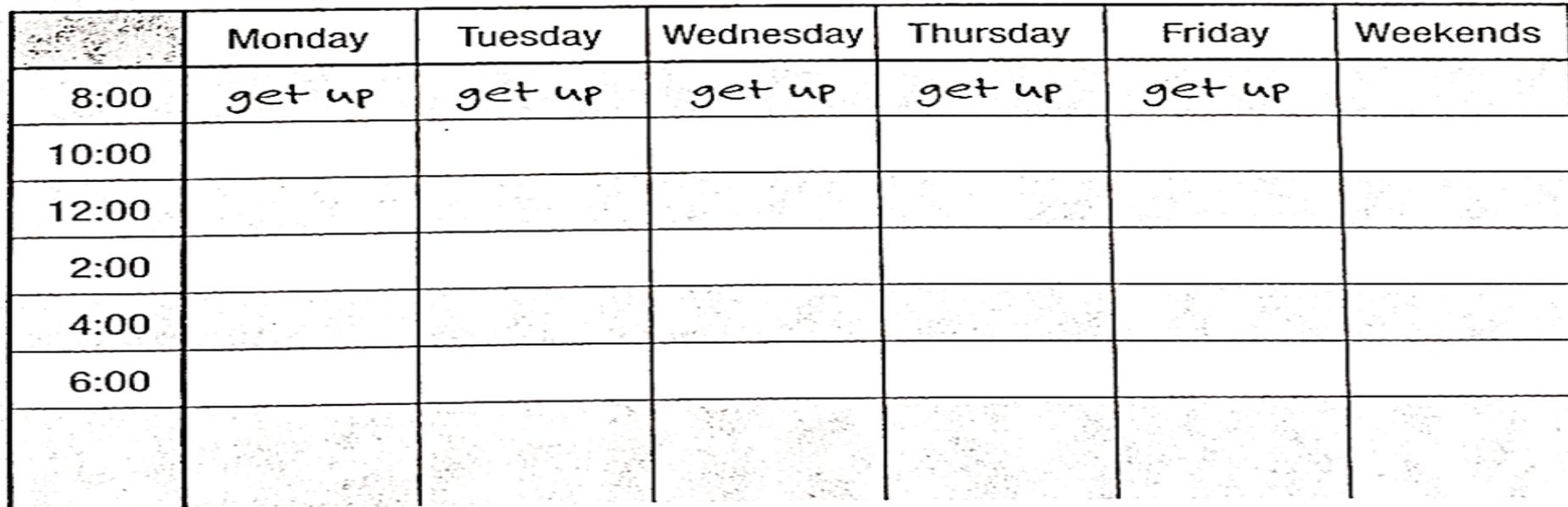
Information transfer

An understanding after listening is transferred to selecting a correct choice or, alternatively, giving an answer in different formats, such as, table, chart, and etc.

Test-takers hear:

Now you will hear information about Lucy's daily schedule. The information will be given twice. The first time just listen carefully. The second time, there will be a pause after each sentence. Fill in Lucy's blank daily schedule with the correct information. The example has already been filled in.

Test-takers see the following weekly calendar grid:



	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
8:00	get up	get up	get up	get up	get up	
10:00						
12:00						
2:00						
4:00						
6:00						

Sentence repetition

1. A test taker listens to a sentence

2. A test taker reproduces the whole or a partial sentence orally with correct understanding.

* A correct understanding after listening is basically a supportive factor for a correct answer.

* Between comprehension errors and language errors, make a decision on what to judge.

4. Extensive listening: retain an endurable or true conceptual understanding in a long-term memory with independence on linguistic forms

Communicative stimulus –response task

1. A situation is provided in a dialogue or other format
2. A test taker listens carefully.
3. Then, there are questions asking about listening comprehension in textual components and their relationship.

Test-takers hear:

You will hear a conversation between a police detective and a man. The tape will play the conversation twice. After you hear the conversation a second time, choose the correct answers on your test sheet.

- Detective: Where were you last night at 11:00 P.M., the time of the murder?
Man: Uh, let's see, well, I was just starting to see a movie.
Detective: Did you go alone?
Man: No, uh, well, I was with my friend, uh, Bill. Yeah, I was with Bill.
Detective: What did you do after that?
Man: We went out to dinner, then I dropped her off at her place.
Detective: Then you went home?
Man: Yeah.
Detective: When did you get home?
Man: A little before midnight.



Test-takers read:

1. Where was the man at 11:00 P.M.?
A. in a restaurant
B. in a theater
C. at home
2. Was he with someone?
A. He was alone.
B. He was with his wife.
C. He was with a friend.
3. Then what did he do?
A. He ate out.
B. He made dinner.
C. He went home.
4. When did he get home?
A. about eleven o'clock
B. almost twelve o'clock
C. right after the movie
5. The man is probably lying because (name two clues):
A. _____
B. _____

Authentic listening tasks

Bringing real world tasks to classroom testing can prove how well a test taker can perform or use learnt knowledge independently.

Notetaking (Listening+Writing)

Editing (Finding discrepancies between a written and a spoken text)

Interpretative task (listen to longer information within a time limit and explain in different dimensions or in brief)



References and Supplementary Texts

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