

# **Pre-sessional Listening Assessment**

Micro skills testing or an integrated  
approach?

# Overview

## ***Context:***

- Middlesex Pre-sessional course & student profile
- Assessments prior to 2007

## ***Design & Methodology:***

- Starting off
- Choice of text
- Designing the test
- Early piloting: results; feedback; redesign.

## ***Future Development***

# Starting off

- Target language use situations: lecture, seminar discussion or tutorial?
- Authentic or scripted lecture?
- How to address learners' background knowledge of the topic(s)?
- Test input: delivered live, on audiotape, or video/multi-media?
- Should the stimulus material be heard only once, or should it be repeated?
- Should the test-takers be allowed – or expected – to take notes while they are listening?
- To what extent should the response task be a “pure” measure of listening comprehension?

From: Read (2002:106)

# Listening Assessment Checklist

- Speed
- Can respond quickly to what is said to him/her?
- Note-taking
- Can understand the gist of lectures
- Can understand the gist of seminar discussions
- Can identify the main points in a lecture
- Can identify the main points in a seminar discussion
- Can take satisfactory notes
- Varieties of English
- Can understand classmates who speak quickly
- Can understand a variety of native speaker accents
- Can understand a variety of non-native speaker accents

Bannerjee & Wall (2006: 65-66)

# References

Banerjee, J & D Wall (2006) Assessing and Reporting on Pre-sessional EAP courses: Developing a final assessment checklist and investigating its validity. *Journal of English for Academic Purposes*, 5: 50-69

Fairfax, B. & J Trzeciak (1999) *Listening*. Harlow: Pearson Education

Field, J. (2004) An Insight into listeners' problems: too much bottom-up or too much top-down? *System*, 32: 363 – 377

McNamara, T (2000) *Language Testing*. Oxford: OUP

Read, J (2002) The use of interactive input in EAP listening assessment. *JEAP* 1: 105-119