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### Assessing Listening

All language users perform the act of listening, speaking, reading, and writing. These skills require competence. If you want to assess someone's ability in one or a combination of the four skills, you assess their competence by observing their performance. In this Unit, Listening and how to assess it is discussed. Listening is the ability to accurately receive and interpret messages in the communication process. To listen, we need to make a conscious effort not to just hear what people are saying but to digest and understand. The input of listening accounts for a large portion of successful language acquisition. Teachers can't directly observe listening performance as the product is not in the form of written or spoken response but within the structures of the brain, which is hard because we can't directly observe what's inside our brain. Thus to compensate for this, there are four types of listening performance that could somehow help teachers assess their student's listening skills. First, intensive listening is listening for a particular purpose (ex. listening based on where the words are stressed, intonation, and pronunciation). This type of listening performance is crucial for developing listening strategies. Second, responsive listening is listening to a small amount of language such as a command, question, or greeting. After listening, the student is expected to develop an appropriate short response. Third, selective listening is listening while focusing your attention on specific information. Involves mental filtering, thus making it similar to scanning in reading. Lastly, extensive listening is listening to lengthy lectures and conversations. This type of listening helps in getting context and expanding vocabulary. The micro and macro skills of listening were also discussed in this unit.

During my high school years, listening tasks aren't as common as the other tasks; most of my experience comes from my college years. For example, an experience comes from my first year of college since that was the year where we were introduced to phonetics and phonology as an English majors. We were once tasked to recognize phonological elements (e.g. minimal pairs.) In our ELS68 this semester, we had an active listening task where we are given a recording of an interaction between a customer and an agent. We have to write our response to a paraphrased question, basically, it was a combination of responsive and extensive listening (it was done by a native English speaker). Another experience was, it might have been in my kinder or elementary days, when we were tasked to answer some simple *wh* questions and we were required to respond appropriately (responsive listening).

Learning the types of listening performance had me realize that I don't have much listening type of tasks experience. I think it is solely because it's the hardest to observe and assess in a way that my teachers rather want to focus on our speaking, writing, and reading performance. Though I may not have that much experience on these tasks, I knew I developed some micro and macro skills while doing assessment tasks based on other language skills. It is just a loss because listening tasks seem like something I would enjoy doing (as I know I lack in the listening part and I want to improve), just like I did in our active listening task in ELS68.

Learning how to design listening assessment tasks will surely become handy should I become a teacher in the future. Though I know I still would search up guides on how to make one because I sure am can't remember all of these, I am glad that I at least have a background knowledge of what entails a listening assessment. It would be easier for me in the future to adjust should there be a need of some listening assessment.