

Sub-theme: Redefining Teaching in English Education: Strategies and Methods

Bio note:

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Assessing problems encountered during the listening lesson (6 words)

Do teachers understand the kinds of problems learners have during the listening lesson? Are they aware of learner strengths and weaknesses? Implementing a simple self-assessment process that becomes part of each listening lesson could provide teachers much needed insight into learner difficulties. Intended audience: Instructors, learner support, diagnosticians. **(48 words)**

Assessing problems encountered during the listening lesson

Abstract: Listening has been described as the Cinderella skill. It is the least researched and least understood area of language teaching and assessment. Furthermore, teaching in the listening lesson seems to replicate a test. After the pre-listening and listening stages, learners merely respond to questions after hearing a listening text, followed by a quick check of the responses. Language instructors are not able to ascertain what kinds of problems learners have during this process, and thus these may remain unresolved. As listening is a perception skill, it is not surprising that what goes on in the mind, cannot easily be understood, thus making it difficult to plan any remedial action. Over a period of five weeks, an additional process was added to the traditional listening lesson process, that was able to capture diagnostic information about learner strengths and weaknesses. This resulted in class and individual profiles that allowed the instructor to gain greater insight into the kinds of difficulties learners were experiencing during the listening lesson. The addition of this process could potentially aid teachers in becoming interventionists who can support their learners, rather than mere observers.