



Author	Journal	Year
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WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How should listening assessment be designed and conducted?

WHAT DOES IT FIND?

- Listening subskills include knowledge of the sound system, understanding local linguistic meanings, understanding global meanings or inferred meanings, communicative listening ability, and integrated listening skills.
- Note-taking is an essential facet of listening to lectures in academic environments.
- It is of high importance to elicit top-down and bottom-up processing in listening comprehension.
- Cognitive and metacognitive strategies can distinguish high-ability listeners from low-ability ones.
- Continuous presentation of pictures while listening can facilitate listening comprehension.
- Videos can improve the listening performance of L2 listeners since they include speakers' gestures and faces.

KEY TERMS

Listening construct

Listening abilities that are assessed in a test

WHAT EVIDENCE IS SUMMARISED?

157 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- L2 listening assessment should not be about recalling ability and text retention, as these two would mainly assess learners' intelligence rather than listening ability.
- Teachers are advised to incorporate multimodality into their listening tasks.

