



INFORMATION TRANSFER TECHNIQUE FOR ASSESSING EFL LISTENING: A NARRATIVE REVIEW OF THEORY AND CLASSROOM PRACTICE

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ABSTRACT

Listening assessment should measure learners' ability to understand spoken language in authentic contexts. One alternative technique is Information Transfer, which requires learners to convert spoken information into visual representations such as tables, charts, maps, or diagrams. This narrative review examines the theoretical foundations, characteristics, classroom applications, advantages, limitations, and pedagogical implications of Information Transfer in EFL listening assessment. The findings suggest that the technique promotes authentic and learner-centered assessment by emphasizing meaningful listening while reducing the influence of reading and writing skills. However, its effectiveness depends on appropriate task design, suitable listening materials, and learners' proficiency levels. Information Transfer therefore offers a practical alternative to conventional listening assessment in EFL classrooms.

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INTRODUCTION

Listening is one of the core language skills that plays a significant role in second and foreign language learning. In English as a Foreign Language (EFL) context, successful listening involves more than recognizing spoken words; learners are expected to interpret meaning, identify relevant information, and respond appropriately in authentic communicative situations. Therefore, listening assessment should evaluate learners' ability to construct meaning from spoken language rather

than merely measure their recognition of isolated vocabulary or grammatical forms. Despite this expectation, listening assessment in many EFL classrooms continues to rely primarily on conventional formats, such as multiple-choice, true-false, and short-answer questions. Although these formats are practical to administer and score, they often impose additional reading demands that may interfere with the accurate measurement of listening comprehension.

To overcome these limitations, language assessment specialists have introduced various alternative techniques designed to better represent authentic language use. One widely recognized approach is the Information Transfer technique, which requires learners to listen to spoken texts and represent the information in visual forms such as tables, charts, maps, diagrams, schedules, or flowcharts. Compared with traditional objective tests, Information Transfer encourages learners to process, organize, and interpret spoken information while reducing unnecessary reading and writing demands. Consequently, the assessment focuses more directly on listening comprehension and minimizes construct-irrelevant factors. Previous studies have reported the value of Information Transfer in enhancing learner engagement, supporting authentic assessment, and improving classroom listening activities. However, most existing studies have concentrated on classroom implementation, task design, or learner performance, whereas comprehensive discussions that integrate its theoretical foundations, assessment principles, classroom applications, advantages, limitations, and pedagogical implications remain limited.

This review originated from the author's experience teaching a Language Testing course, particularly the topic of listening assessment techniques. During classroom discussions, Information Transfer was consistently introduced as one of several techniques for

assessing listening, yet its theoretical rationale and pedagogical significance were generally addressed only briefly. This experience highlighted the need for a more comprehensive review that could synthesize existing knowledge and provide a clearer conceptual understanding of the technique. Such a synthesis is expected to support lecturers, pre-service teachers, and classroom practitioners in selecting and implementing more appropriate listening assessment practices.

Although Information Transfer has long been acknowledged as a useful technique for listening assessment, the available literature is dispersed across studies on listening pedagogy, language assessment, and task-based instruction. Only a limited number of review studies have integrated these perspectives into a single discussion that connects theoretical concepts with practical classroom application. Accordingly, the novelty of this article lies in presenting an integrated narrative review that synthesizes the theoretical foundations, characteristics, classroom applications, advantages, limitations, and pedagogical implications of Information Transfer in EFL listening assessment. Rather than investigating the effectiveness of the technique through experimental research, this review provides a conceptual synthesis that may serve as a practical reference for language teachers, teacher educators, and researchers interested in authentic listening assessment.

Based on this gap, the present review addresses the following research question: How can Information Transfer be conceptualized and implemented as an effective technique for assessing listening comprehension in EFL classrooms? Accordingly, this article aims to synthesize the existing literature on Information Transfer by examining its theoretical foundations, classroom applications, strengths, limitations, and pedagogical implications. It is expected that this review will contribute to a broader understanding of authentic listening assessment and provide practical guidance for improving listening assessment practices in EFL contexts.

RESEARCH METHOD

This study employed a narrative literature review to explore the theoretical foundations and classroom applications of the Information Transfer Technique in EFL listening assessment. This approach was chosen because the study aimed to synthesize existing theories and previous research to provide a conceptual understanding of the topic rather than to examine its effectiveness through empirical investigation.

The literature was primarily retrieved from Google Scholar using the keywords *information transfer*, *listening assessment*, *listening comprehension*, *EFL listening*, *language testing*, and *authentic assessment*. Journal articles, scholarly books, and other

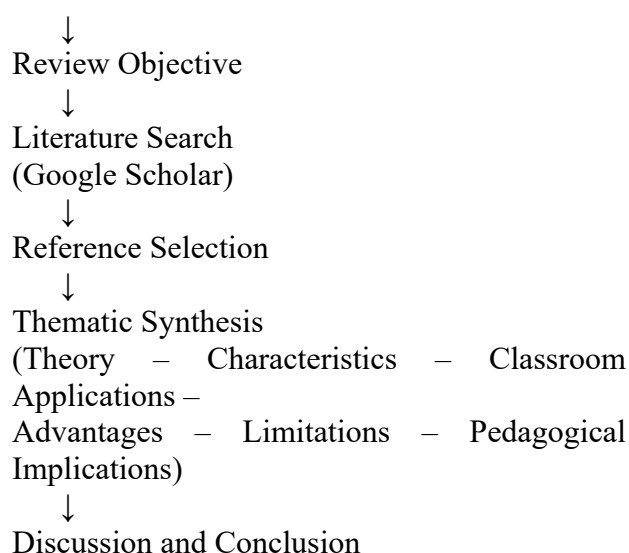
academic sources were selected according to their relevance to the objectives of the review. Greater emphasis was placed on recent publications, while several seminal works were included to establish the theoretical basis of listening assessment and the Information Transfer technique.

The selected literature was analyzed through thematic synthesis. Instead of discussing individual studies separately, the review integrated related concepts and findings into six major themes: (1) theoretical foundations, (2) characteristics of the Information Transfer technique, (3) classroom applications, (4) advantages, (5) limitations, and (6) pedagogical implications. Organizing the literature in this way enabled the discussion to present a coherent overview of current knowledge and to highlight the contribution of Information Transfer as an alternative approach to assessing listening comprehension in EFL contexts.

The review procedure consisted of identifying the review topic, formulating the review objective, searching and selecting relevant literature, conducting a thematic synthesis, and drawing conclusions from the synthesized findings. The overall research procedure is presented in Figure 1.

Figure 1. Research Flow of the Narrative Literature Review

Review Topic



RESULTS and DISCUSSION

Information Transfer is theoretically grounded in the view that listening assessment should evaluate learners' ability to construct meaning from spoken language rather than simply recognize isolated words or linguistic forms. (Buck, 2001) argues that effective listening assessment should reflect the cognitive processes involved in understanding spoken discourse, while (Brown & Abeywickrama, 2019) emphasize the importance of validity, authenticity, and practicality in language assessment. Likewise, (Rost & Wilson, 2013) describe listening as an active process of selecting, organizing, and interpreting spoken information. These perspectives support the use of Information Transfer because learners are required to transform spoken input into visual representations, such as tables, charts, maps, or diagrams, allowing assessment to focus on meaningful comprehension with minimal interference from reading and writing skills.

A key characteristic of Information Transfer is that learners demonstrate comprehension by organizing information rather than selecting predetermined answers. The technique is flexible and can be adapted to different proficiency levels and instructional contexts through a variety of visual formats. Consequently, it provides teachers with opportunities to design authentic listening tasks that resemble real-life communication while maintaining the primary focus on listening comprehension.

The reviewed studies consistently show that Information Transfer can be effectively implemented in EFL classrooms. Research by (Ningsih & Mariyati, 2022), (Fachriza et al., 2022), and (Jaya, 2021) indicates that the technique improves listening comprehension, increases classroom participation, and encourages learners to actively identify and organize key information from spoken texts. These findings demonstrate that Information Transfer is applicable across different educational settings and supports more meaningful classroom-based listening assessment.

The literature further highlights several pedagogical advantages of Information Transfer. By requiring learners to organize spoken information into visual formats, the technique promotes authentic assessment, meaningful language processing, and greater learner engagement. It also reduces the

influence of reading ability on listening assessment, thereby improving construct validity (White, 2018). In addition, authentic listening tasks have been shown to increase learner motivation and participation while creating meaningful learning experiences (Sevilla Morales & Chaves-Fernández, 2019); (Alamri, 2025).

Despite these strengths, Information Transfer also presents several challenges. The task may impose a relatively high cognitive load because learners must comprehend spoken input while simultaneously organizing information into visual forms. Its effectiveness also depends on appropriate task design, suitable listening materials, and learners' proficiency levels. If these aspects are not carefully considered, the assessment may reflect learners' ability to interpret visual formats rather than their listening comprehension (Aryadoust, 2022). Authentic listening tasks may also become difficult for lower-proficiency learners due to unfamiliar vocabulary, cultural references, or increased processing demands (Alamri, 2025).

Overall, the reviewed literature suggests that Information Transfer represents a practical and authentic alternative to conventional listening assessment in EFL classrooms. Its flexibility enables teachers to adapt tasks to different learning contexts while promoting learner-centered assessment. Furthermore, the technique provides a valuable model for Language Testing courses by introducing

prospective and practicing teachers to more authentic approaches for assessing listening comprehension.

CONCLUSION

This narrative literature review demonstrates that Information Transfer is a practical alternative for assessing listening comprehension in EFL classrooms. Grounded in the principles of authentic assessment, the technique encourages learners to construct meaning from spoken language by organizing information into visual representations rather than relying on conventional objective tests. The reviewed literature highlights its potential to promote meaningful listening, learner engagement, and flexible classroom implementation. However, effective use of the technique depends on appropriate task design, suitable listening materials, and learners' proficiency levels. Future research should examine its application in diverse educational contexts and explore its integration into technology-enhanced listening assessment.

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