

CHAPTER ONE

INTRODUCTION

This study is entitled "Listening Proficiency of Bachelor Students Based on TOEFL Test". This is the introductory chapter which includes all together seven sub-chapters. They are background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

Language is made up of different aspects and skills. In language teaching, a teacher has to provide the knowledge of those skills and aspects to the students. So, language teaching is said to be a complex phenomenon in which the teacher has to provide different activities, use various methods, and teach the students by the use of various materials. While teaching those skills and aspects to the students, teachers make use of different resources and materials. It means, the aspects and skills can be enhanced with teaching aids. Listening is a complex skill that requires the sub skills as listening and responding, listening and understanding, listening and writing and listening and doing the given tasks properly. Listening materials are the tools that help the learners for listening comprehension. TOEFL based listening test requires the use of different materials.

Anything which facilitates teaching and learning is called material. Generally, they are the physical tools however they can be linguistic, visual, and auditory. In other words, teaching aids are defined as any materials which facilitate to acquire the language. Listening skill is greatly supported by the use of materials. So, materials are the fundamental devices to support the pedagogy and learning. They include text book, chart, picture, CD, cassette player, OHP, TV, modeling, visual presentation, charts, matchstick figures, puppets and so on. These are the objects or images which stimulate and reinforce learning.

Besides listening, speaking, reading and writing are other important skills of language. However, not a single skill is independent in language because good listening enhances good speaking and accurate reading increases accurate listening as well (Harmer, 2007). In the process of language learning, learners involve in various activities as like interaction, discussion, presentation, memorization, reflection and so on. All these activities require the good competency over the four skills of language viz, listening, speaking, reading and writing respectively. Among the four skills, listening deserves great importance in the standardized test of English and in the overall proficiency of the students. So, listening proficiency is taken as one of the determinants of standardized English language tests like TOEFL.

The English language has become inseparable part of the present-day world because it has been used as means of international communication. The use of English in information technology, media, business, etc. made it inseparable part of the present-day world. Today, English is not confined only with its native speakers; it has become the language of all people of the world.

English is taken as a foreign language in Nepal. It has become one of the most important languages to be learned for all people to become successful in local, national and international communication. English is taken as a global and a major world language. In this regard, Harmer, (2008, p. 13) says, "A quarter of the world population speaks English." So, it is the passport and excellent vehicle for the transmission of modern civilization in any part of the world.

The Test of English as a Foreign Language (TOEFL) is an examination that is the administered by the Educational Testing Service (ETS) and is used to evaluate a nonnative English speaker's proficiency in the English Language (Davies, 2006). Many North American colleges and universities, as well as a large number of institutions, agencies, and programs, ask for official TOEFL test scores during the admissions process. An acceptable score on the TOEFL

test depends on the specific requirements of the particular institution or agency involved (Gear and Gear, 2014).

However, the requirements vary from the institution to institution. You should check with the institutions or agencies you are applying to for their specific requirements. To be admitted to a North American college or university, you will probably need TOEFL IBT score of 53 to 80 (TOEFL paper-test score of 475 to 550 or a TOEFL computer-test score of 153 to 213). Although some colleges will accept students with a score under 45 (a paper-test score of 450 or computer-test score of 133), usually those students are required to enroll in remedial classes or in ESL classes as part of their course of study. Other colleges and universities will require a higher score of 100+ (600+ on the paper test or 250+ on the computer test). This score is frequently required for the students who wish to work at the graduate level (Gear and Gear, 2014).

In the context of Nepal, English language has been used as a foreign language. Here in Nepal, English is taught and learnt as a foreign language in school levels from 1 up to 10 and as a compulsory subject in University level. It carries the load of 100 marks. Here, my concern is to the secondary level English Curriculum. English is taught in secondary level for two main purposes: One is to enable students to exchange ideas with any nationality who speak and write English. Another is to expose them to a vast treasure of knowledge and pleasure available in written and spoken English. The course aims at developing students' communicative competence in the use of the English language (CDC, 2013).

TOEFL stands for Test of English as a Foreign Language. It measures the ability of non-native speakers of English to students utilize their skills of listening, reading, speaking, and writing and is one of the most widely respected and recognized English languages test in the world (Simon and Schuster, 2011). The TOEFL test is the most widely respected English-Language test in the world. Non-native English speakers should take the

TOEFL test to provide evidence of their English proficiency before beginning academic work (Dahal, 2016). Those students who have English as a second or foreign language take the TOEFL test. Test of English as a foreign Language (TOEFL) is a standardized test to measure the English language ability of non-native speakers wishing to enroll in English speaking Universities. The test is accepted by many English-Speaking academic and professional institutions. TOEFL is one of the two major English-language tests in the world, the other being the IELTS. There are two types of TOEFL examination these are Internet-based test and paper-based test.

Sharpe (2006) mentions that TOEFL IBT format has four sections reading, listening, speaking and writing. The listening section consists of questions on six pages, each 3-5 minute in length. These passages include two student conversations and four academic lectures or discussions. The conversations involve a student and either a professor or a campus service provider. Each conversation and lecture passage is heard only once. Test-takers may take note while they listen and they may refer to their notes when they answer the questions and each lecture with six. The questions are meant to measure the ability to understand main ideas, important details, implications, relationships between ideas, organization of information, speaker purpose and speaker attitude. Most of the students want to go abroad for further study. Most of the people who take the TOEFL test are planning to study at a university or college where English is the medium of instruction (Mead, 2009). For students planning to study overseas, TOEFL helps prove that they have the English skills that will actually be needed in an academic classroom. The test is composed of 100% academic tasks and questions; Therefore, many universities and colleges worldwide consider it to be one of the most appropriate tests of English while deciding on admission.

1.2 Statement of the Problem

Listening is one of the basic skills of language. A good listening ensures good language processing. It is paying attention to and getting information from (Pennycook, 2009). Traditionally, listening was viewed as a passive process, in which our ears receive the message into which information was poured, and all the listener had to do was passively register the message (Harmer, 2007).

Today we recognize that listening is an active process, and that good listeners are just active when listening as speakers are when speaking. The foreign language learners have difficulty in listening mainly because of the inherent characteristics of listening texts. Generally, the foreign language learners are not exposed to the authentic language and texts. They may not have the exact experience on their target language. If they are involved in the tasks with authentic listening texts, then they have difficulty to understand the information.

The problem stated in this study is listening proficiency in relation to TOEFL test. Though listening is important, it is not given much attention in our classroom practices, so students score in listening test is not in the acceptable level (Sharma, 2014). TOEFL test is the entry point for foreign study and graduation. Students' proficiency on such exam shows how good they are in English. Listening includes significant space in TOEFL test and the proficiency on listening skill determines the overall achievement as well. Thus, I have raised the problem of listening proficiency in my study relating it with TOEFL test.

1.3 Objectives of the Study

This research work had the following objectives:

- a. To find out the proficiency of Bachelor students in the listening skill in terms of:
 - i. Identifying the topic and main idea
 - ii. Listening for details

- iii. Determining attitude and purpose
 - iv. Making inferences and predictions
 - v. Categorizing information
 - vi. Summarizing a topic
- b. To find out the strategies used and the challenges faced by the students in TOEFL test.
- c. To suggest some pedagogical implications.

1.4 Research Questions

This study was limited to the following research questions:

- i. What is the listening proficiency of bachelor students in TOEFL test?
- ii. What are the challenging areas for bachelor students in TOEFL test?
- iii. What are the strategies used by the students to overcome the challenges in TOEFL based listening test?

1.5 Significance of the Study

This study will be significant for all those persons who are interested in teaching and learning. This study tried to find out the listening proficiency of bachelor student based on TOEFL test. This study might be very significant in the sense that it helps to those students who want to go abroad for further study. Moreover, this study is expected to be significance to all those who are directly in language teaching and learning activities in general and to the students, text book writers; syllabus designers and language trainers and other further researchers in particular.

1.6 Delimitations of the Study

This study had the following limitations:

- i. The study was limited only to testing listening Proficiency of the bachelor level students in TOEFL based test items.

- ii. The sample of the study included thirty college students of Kathmandu valley.
- iii. The data collection tools were a set of questionnaire and test items.
- iv. The sample was selected by the use of simple random sampling procedure.

1.7 Operational Definitions of the Key Terms

Some of the terms related to this study are listed as follow:

Proficiency: Proficiency is the level of competence. In this study, the term refers to the skills or ability of the students in listening tests based on TOEFL test.

TOEFL: A test of English as a foreign language to measure the ability of non-native speakers of English in the use of English.

Dialogue: A conversation or other form of discourse between two or more individuals. Hence, it is used to refer to the conversation between two for listening.

Multimedia technology: An interactive computer based application that allows people to communicate ideas and information with digital and print elements.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter deals with the review of related literature and conceptual framework of the study. The review of related literature and empirical literature throws light about the previous literary works to be studied in careful way. Then the next category namely implications of the review for the study present the usefulness as well as strong implication of the empirical literature to the study purpose. Eventually, last part of this chapter known as conceptual framework describes some selected strategies to be applied for to find out the Listening proficiency of bachelor student based on TOEFL test.

2.1 Review of Related Theoretical Literature

Review of theoretical literature is most important in research study. Its main purpose is to establish theoretical framework for the topic/subject area. It shows the originality and relevance of the research problem and demonstrates the preparedness to complete the research. The reviews of theoretical literature related to my study that is as follows:

2.1.1 Teaching Language Skills

We teach language in terms of four skills: listening, speaking, reading and writing. These are often divided into two types: receptive skills and productive skills. A receptive skill is a term used for reading and listening, where meaning is extracted from the discourse. On the other hand, a productive skill is a term for speaking and writing skills where students actually have to produce language themselves (Ur, 2013).

While teaching, we should integrate all these four skills. Isolated teaching of a particular language skill may not lead the learners to language learning and development. We cannot completely separate listening skills from speaking,

reading and writing. While teaching and practicing listening, other skills are inevitable because they appear automatically. Hinkel (2006, as cited in Harmer, 2008, p. 265) points out, " In meaningful communication, people employ incremental language skills not in isolation, but in tandem." So, when we are engaged in conversation, we are bound to listen as well as speak because otherwise we cannot interact with the person we are speaking to. For example, lectures frequently rely on notes they have written previously and people listening to lectures often write notes on their own. Even reading, generally thought of as a private activity often provokes conversation and comments.

Following Richards and Renandya (2002), for many years, listening skills did not receive priority in language teaching. Teaching methods emphasized productive skills, and the relationship between receptive and productive skills was poorly understood. Until recently the nature of listening in a second language was ignored by applied linguists, and it was often assumed that listening skills could be acquired through exposure but not really taught.

Language is viewed to be unique asset of human beings. It has made mankind different from other living beings. From the day when man tried to communicate, they used language as a strong means to transmit and interchange ideas, thoughts, and information. Human beings are therefore endowed with the credibility of language for socialization and for being social. This unique possession pertaining to human is primarily meant for communication. Communication becomes successive with the skills of listening, speaking reading and writing (Grillet, 2006).

The above four skills can be classified as receptive and productive skills. Generally, listening and reading fall under the category of receptive skills while speaking and writing are productive skills (Ur, 2013). It means, while listening we understand the spoken language and we understand the written language while reading. Similarly, while learning production skills what is claimed is the selection of the relevant language for the concerned situations (Ur, *ibid*).

However, we cannot draw a watertight distinction between the receptive and productive skills because receptive skills tend to be productive and vice versa.

In the present-day world, English has been prescribed as a compulsory subject from elementary to bachelor's degree. English is taught from the very beginning of schooling in private schools. Moreover, it is the new syllabus for schools have been designed on the basis of communicative method as well as direct method in which grammar is supposed to be taught inductively.

2.1.2 Listening as a Language Skill

Listening is a primary and fundamental language skill to acquire before all other skills. Any language is child begins with listening. No listening then no learning. It is the ability to identify and understand what others are saying. Listening is the first language skill that learners develop and it is followed by the development of other language skills in this order: speaking, reading and writing. Thus, our ability to speak, read and write and master complex cognitive skills is directly and indirectly dependent upon our ability to listen. Listening has been recognized as an important facilitator of language learning. Underwood (1989, p.1), defines listening as "the activity of paying attention to and trying to get meaning for something we hear." It is not the same as hearing. Hearing is about the perception of sound, listening is about the perception of meaning. It means, in an act of listening one hears properly, tries to get meaning and responds accordingly. So, listening is not simply listening to the things rather it is a way of getting information from the listening text or conversation.

The purpose of listening text is an important variable that provides a variety of information. For example, listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same report for specific information. Listening to a sequence of instructions for operating a news piece of computer software require different listening skills and strategies from listening to a poem or a short story. In designing

listening tasks, it is important to teach learning to adopt a flexible range of learning strategies (Nunan 1996, as cited in Richards and Renandya 2002).

To quote Buck (2001, p.29), “listening is a process, where the listener takes to incoming data, acoustic signals and interprets that, using a wide variety of knowledge for a particular communicative purpose.” In listening, listener not only hears what the speaker is saying but also try to interpret the incoming data with the help of his/her own depth of knowledge. Supporting Buck’s words, Littlewood (2005, as cited in Sharma 2014, p.124) says “Listening is a complex process. In listening the listener receives the incoming data, an acoustic signal and interprets it on the basic of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structure, pragmatics and sociolinguistics. The non-linguistic knowledge includes knowledge of the topic, the context and general knowledge about the word and how they work.” Listening is not only listening but also understanding what the learners listen to i.e. listening comprehensions listening comprehension is the analysis of the utterances into segments and identifies the linguistic units.

Listening comprehension has long been regarded as a passive skill. It was thought that it was automatically acquired, acquire with the other skills. Around 1980s, it began to attract much attention and started to be explored (Littlewood and Sparda, 2010). Listening is now considered as an active skill that involves many processes of perceiving and constructing a message from a stream of sound.

2.1.3 Teaching Listening

Listening is a receptive skill. Simply, it refers to the ability that enables the learners to identify and understand the natural or recorded speech. Speech involves pronunciation of consonant and vowel sounds, stress, rhythm and intonation. It is primary requirement and directly related to those aspects of teaching (Harmer, 2008). Furthermore, it is related to grammar and vocabulary.

To receive real information, the listeners are obliged to identify and understand the sounds, stress, rhythm, intonation, grammar, and vocabulary of the language being learnt.

It is a primary learning skill and need a good teacher to develop effective listeners. The job of the teacher is to train students in a number of skills they will need for the understanding of difficult texts (Ur, 2013). The goal of teaching listening is to help students to understand the real speech to comprehend the task and to communicate in real life. The main purpose of language learning is to enable the students to communicate in the target language. It is essential for teachers to help their students become effective listeners. For good teaching listening process both the teacher and students play important role. In the teaching learning process of listening, the students and teacher actively involved and do different stage-wise activities to complete the required task

Teaching is a successful art which helps to develop different skills in the learners. To make teaching successful, a teacher has to choose appropriate method, authentic materials and different related activities considering the need, interest, demand, etc. of the students. According to Harmer (1991, p.189), teaching of listening skills will follow the following methodological model:

-) Lead-in
-) Teacher directs comprehension task
-) Students listen for the task
-) Teacher directs feedback
-) Teacher directs text-related task

Teaching and testing are closely related; without teaching, testing will not be possible in the same way without testing, teaching will not be evaluated or completed. Heaton (1988, p.5), says “tests may be constructed primarily as devices to reinforce learning and to motivate the students or primarily as a

means of assessing the students' performance in the language." Supporting Heaton's words, testing is directly related to teaching which help or motivate the students for learning and teaching is directly related to testing which assess the students' performance. A good test has always effected positively on teaching learning process and a good teaching always provides good and improved results, and good teaching and learning process always need good listening skill.

2.1.4 Listening Strategies

Listening skill is now well recognized as an important facet of language learning. It is not just a single skill; it is an integration of several skills. For a long time, there has been the believed that listening skill is a general construct that applies to both reading and listening. However, it is now realized that listening a set of skills in its own right. It has its own characteristic, so that it requires different skills for the other skills. To be a good listener it is necessary to have the knowledge of features of spoken language. Buck (2001, p.4) points out the three characteristics of speech that are particularly important in the listening comprehension construct "a) speech is encoded in the form of sound; b) it is linear and takes place in real time, with no chance of review and c) it is linguistically different from written language."

Listening is the language modality that is used most frequently. Language learners do not recognize the level of effort that goes into developing listening ability. Not in all listening but in language learning, listeners actively involve themselves in the interpretation of what they hear. Language learning requires intentional listening strategies for identifying sounds and making meaning from them/ listening involves a sender, a message and a receiver. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategy: This is listener based strategy. In top-down strategy, the listener taps into background knowledge of the topic, the situation or context, the type of text and the language. This background knowledge activates a set of expectations that helps the listeners to interpret what is heard and anticipate what will come next. Top-down strategies include;

-) Listening for the main idea
-) Predicting
-) Drawing inferences
-) Summarizing

Bottom-up strategies: This is text based strategy. In bottom-up strategy, the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include;

-) Listening for specific details
-) Recognizing cognates
-) Recognizing word-order

Although both strategies are used as listening strategies, because of their own characteristics both are important in listening field. Buck (2001, p.3) supports the top-down strategy “listening comprehension is a top down process in the sense that it various types of knowledge involved in understanding language are not applied in any fixed order-they can be used in order, even simultaneously, and they are all capable of interacting and influencing each other.”

According to Brown (2006), the following are the key listening strategies of listening:

-) Looking for key words
-) Looking for nonverbal cues to meaning

-) Predicting speaker's purpose by context of discourse
-) Activating one's background knowledge
-) Guessing at meanings
-) Seeking clarification
-) Listening for general gist

The above ideas mention that in a listening activity students often look for key words, non-verbal cues to meaning, predicate speakers' purpose by the context of discourse, guess meaning and try to grasp the gist of the text.

Byrnes (1984, p.318) characterizes listening comprehension as a "highly complex problem-solving activity that can be broken down into a set of distinct sub skills." Listening is more than hear and understand what someone else says. Good listening skill is measured by the response of the listener; it depends on good listening comprehension. Listening skills include everything from hearing particular sounds to comprehending complicated messages. It is a reciprocal skill which involves most of the cases speaking as well. It is important for the teachers to be aware of the special features of spoken English which make it different from the written languages. Listening is an integration of several components or skills.

According to Rost (1994, p. 142), the following components are involved in successful listening.

-) Discriminating sounds
-) Recognizing word
-) Identifying stressed words and grouping of words
-) Identifying functions in conversation
-) Connecting linguistic cues in order to construct meaning
-) Using background knowledge and context to predict and then to conform meaning
-) Recalling important words, topics and ideas

-) Giving appropriate feedback to the speaker
-) Reformulating what the speaker has said

Hughes (1995, p. 134) explains two broad skills of listening: macro-skills and micro-skills including its' sub skills, which are as follows

Macro-skills: directly related to candidates' needs

-) Listening for specific information
-) Obtaining gist of what is being said
-) Following directions
-) Following instructions

Micro-Skills:

-) Interpretation of intonation patterns
-) Recognition of function of structures

Similarly, Jackman and McDowell (1999, p67) has mentioned the five skills of listening comprehension:

-) Listening for specific information
-) Identifying details
-) Identifying main ideas
-) Seeing beyond the surface meaning
-) Being aware of stress, rhythm and intonations

However, different experts have mentioned different kinds of skills or listening but the gist of all skills are same that is to make learners able to listen in a target language and make them able to communicate in the target language.

The materials used for teaching listening have a crucial role for the purpose of listening activity. Materials for listening can be obtained from a number of sources: such as different audio version on cassette or CD. The audio cassettes prepared to teach listening in particular class are widely used as the non-

authentic materials. This provides ideal source of listening material. Students can enjoy reading and listening at the same time using the reader both in the book form and on an audio track. Students can improve their listening skill by listening English news, songs, movies etc.

2.1.5 Types of Listening

Listening is an active process, which involves a sender (a person, radio, television and recordings), message and a receiver (the listener). Learners are likely to face both the classroom and real life listening situations. Most of the listening occurs in the course of conversation. Different situations require different types of listening. We may listen to obtain information, broaden the knowledge, improve a relationship, gain appreciation for something, make discriminations or engage in critical evaluation. According to Kline (1989) there are several main type so listening skills which are as follows:

- a) **Informational Listening:** Listener's primary concern is to understand the message, which is found in all areas of our lives. Much of our learning comes from informative learning, for example, we listen to lectures or instruction, briefings, reports and speeches. What we learn depends on how well we listen. There are three key variables which help to improve our informative listening skills, which are vocabulary, concentration and memory.
- b) **Relationship Listening:** It helps an individual to improve the relationship between people. The speaker expresses his/her feelings and the listener's job is to process the information before responding. This kind of listening is more amenable to give-and -take relationship and can involve the listener speaking after he/she has processed the speaker's thoughts. Attending, supporting, and empathizing are the three keys to developing effective relationship listening. Eye contact, giving advice, caring are them relative examples of those key factors which help to establish the effective relationship listening.

- c) **Appreciative Listening:** This is an enjoyable type of listening, which happens in theatre, television, radio, film and so on. There are not a lot of responses necessary in appreciative listening though groups of listeners might often talk among themselves to process the experience. The quality of appreciative listening depends on three factors: presentation, perception, and previous experience.
- d) **Sympathetic Listening:** In this type of listening listener's role is often not to respond at all. It is a most challenging type of listening. The speaker who seeks sympathetic listening might have suffered a tragedy or needs someone to listen to a serial of complex thoughts. The listener can help by validating what the speaker says and supporting his/her words.
- e) **Critical Listening:** This is a complex type of listening which involves paying careful attention to the speakers' tones, inflections and word choices. This kind of listening is very important in many fields like as on the job, in the community, study, family and partial field. The subject of critical listening deserved much more attention. Critical listening skills are developed at younger ages, who are instructed to listen to teachers' instructions and follows them carefully.
- f) **Discrimination Listening:** This is the most important type of listening. Attention to the sound structures, pitches, action, non-action and vocal factors are very important in understanding messages. Attention to those factors is more important in effective discrimination listening. In this listening, the listeners detect the differences between sounds, sensitivity of pauses, and other vocal and nonverbal cues which allow listeners to judge not only the speakers' message but also their intentions as well.

In this way, listening can be of different types. The purpose of listening activity determines the type of listening. It means for what purpose we involve students in listening determines what type of listening we are using at.

Lynch (2007) explains the six types of listening, which are as follows:

- a) **Inactive listening:** In this listening, listener physically present in listening situation but not mentally such as attending the conference session without the interest. The phrase “in one ear and out the other” is related to this listening. It refers to hearing the words but not recognizing the speakers’ message.
- b) **Selective Listening:** Listener hears only that message which he/she wants to or expects to listen. For example, when a mom asked a child to pass a remote, he does not respond but when she asked for a chocolate he listens and responds immediately.
- c) **Action Listening:** Listener actively participates or concentrates on the message to gain something from it or to get required information. It includes paraphrasing the speakers’ ideas and meaning, being able to express and understanding of his/her feelings and asking questions on an unclear point.
- d) **Reflective Listening:** In this listening, listener actively involves and interprets what he/she listened. This is a therapeutic kind of listening, which is mainly used in the field of counseling. It is the practice of repeating or paraphrasing what the patient has said. For example, if the speaker is upset because somebody misbehaved him/her, a listener might say ‘you are sad’. Reflective listening involves listening intently to a speaker then verbally restating, in your own words, the feelings and information that you heard the speaker say to you.
- e) **Intensive Listening:** This listening is primarily meant for language item as a part of the language teaching program. This is guided by activities related to text. It is more specific and controlled type of listening. Brown (2001, p.243) “it focused on components (phoneme, word, intonation, discourse marker, etc.) of discourse and requires student s to single out

certain elements of spoken language.” Intensive listening includes the bottom-up skills; where students/listeners listen for, specific information, the exact words of a phrase or expression, details etc.

- f) **Extensive Listening:** This listening maximizes learners to a great amount of listening exposure, motivates them to acquire the habit of taking up listening voluntarily and improving their automatic processing. In this listening, students get opportunities to enjoy the stories, poem, dramas, and other literary text to gather information, to summarize or to narrate the text they hear. Extensive listening includes top-down strategy where the students listen to massive amounts of text which learners can understand reasonably and find out the main idea of a text. It includes a high level of comprehension and requires conscious planning by the teacher.

Similarly, Harmer (2003) has explained only two types of listening: intensive and extensive listening, which are already explained about. Listening is a skill that the students can use each and every subject and also in real life, which will benefit them throughout life. Among all types of listening skill, intensive listening and extensive listening are mostly used in English language teaching. It doesn't mean others are not important; other types of listening are mostly used in other real-life listening situation than the language learning situation.

2.1.6 Testing Listening

Testing is a method of measuring a person's ability or knowledge in a given area. It is an essential and integral part of education. Testing helps to find out the strengths and weaknesses of the students how far they have achieved the objectives of a course of the study. It measures the language proficiency of the students and assist placement of students by identifying the stage of a teaching program most appropriate to their ability. Khaniya (2005 p. 1) says, “Testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn.”

According to Hughes (1995 p. 134) “listeners cannot usually move backwards and forwards one what is being said in the way that they can a written text.” So that listeners must comprehend the message as it is uttered. It involves continuous attention to the stream of speech which is not under the control of the listeners. Word and phrase boundaries are not so clearly marked in spoken language, so that listeners themselves must punctuate a flow of speech by recognizing irregular pausing, false start and hesitation, stress and intonation patterns.

Testing listening is not an easy task. It is difficult to test the listeners’ ability, that they understand the given lessons or not. According to Underwood (1989, p.17), “It is almost tough for the teaching to judge whether or not the students have understood any particular section of what they have heard.” Listeners have limited vocabulary and they may lack contextual knowledge. People recall less information from listening than reading qualitatively and quantitatively, because the heavier processing load imposed them to lose concentration rather quickly. Heaton (1988 p.64) has said “the human brain has a limited capacity for the reception of information and, were there no such features built into the language, it would often be impossible to absorb information at the speed at which it is conveyed through ordinary speech.” Different person has different capacity and different motives to learn language according to their capacity and motives they acquire or learn language through listening.

Brown and Yule (1983) in this regard, say:

Different listeners often have different motives of learning, due to different interest and different needs. Listeners will pay more attention to those features of a text which they think are more interesting and more relevant. Thus, what listeners get out of the text will depend on the purpose of listening as well as their

background knowledge and interpretations will therefore often differ from listener to listener. (As cited in Buck, 2001, p.8)

Different kinds of skills need a different kind of test. There is not best test or best technique to test all the abilities or language skills. As Hughes (1995, p.6), says “a test which proves idea for one purpose may be quite useless for another; a technique which may work very well in one situation can be entirely inappropriate in another.” According to different natures and characteristics each and every skill need different kinds of testing procedure. Because of its unique quality, listening skill also need to have different types of test items. Heaton (1988, pp65-86) describes different kind of listening test, which are as follows:

- a) Phoneme discrimination test: in this test, students have to complete the task by listening to the reorder or lively by examiner. There are several types of phoneme discrimination tests which are as follows:
 - i. Examiner gives some pictures to the students, they hear similar kinds of three or four word and they have to write the correct word for the picture.

Spoken word: pin/pen/pain
Sock/shock/sack
 - ii. One word is said on tape, three words are written in the paper, the students choose the correct correspond word for the spoken word.

Spoken: cat test
Written: Cat /cut/ cottaste /test/ text
 - iii. The student shear three sentences and have to indicate which sentences are same and which are different.
 - Sita locked the door.
 - Sita knocked the door.

- Sita locked the door.

- iv. One word is spoken by the examiner (twice), students have to select the correct definition for the word.

Written: - not good
- Part of a tree or a flower
- A creature with wings
- Something to sleep on

Spoken: Cot-cot

Written: - Stopped and held
- A baby's bed
- pulled by horses
- a small pet animal covered into fur

- b) Tests of stress and intonation: These tests are designed to test the students' ability to recognize words and sentence stress and also the tone-patterns of the spoken utterances. For examples,

- i. The students listen to a sentence on the tape and are required to indicate the syllable which carries the main stress of the whole structure and they have to cross below the word.

Spoken: I've just given **THREE** books to Bill

Written: I've just given three books to Bill

- ii. The examiner makes an utterance and the students have to select the appropriate description to indicate whether they have understood the original utterance.

Spoken: Jagdish's a good writer.

Written: Jagdish's a good writer.

The speaker is

- making a straightforward statement
- being very sarcastic
- asking a question

c) Statements and dialogues test: These tests are designed to measure how well the students can understand short samples of speech and with a variety of signals on the lexical and grammatical level of phonology. For example,

i. The students hear a statement on tape and then choose the best option from the written paraphrases.

Spoken: I wish you'd done it when I told you

Written:

- I told you and you did it then.
- I didn't tell you but you did it then.
- I told you but you didn't do it then.
- I didn't tell you and you don't do it then.

ii) The students listen to a short question and have to select the correct response from the given choices.

Spoken: Why are you going home?

Written:

- At six o' clock
- To help my mother.
- By bus.
- Yes I am.

Spoken: Does Jeena mind you playing the piano?

Written:

- Yes, she's always thinking about it.
 - No, she rather likes it.
 - No, she doesn't play the piano.
 - Yes, she must be careful.
- d) Testing comprehension through visual materials: In this test, the students listen to the statements related to the pictures, maps and diagram by a tape recorder/ examiner and complete the given task. Just like, write true/false for the correct/ wrong statements related to pictures, complete the map, following directions, complete the picture or put the picture clips in the correct order etc. Tape or examiner instructs the students to complete the task.
- e) Understanding talks and lectures: The ability to understand both informal talks and formal lectures in an important skill for the student. It helps to develop the comprehensive capacity of the students. In this test, students listen to a short talk and select the correct answer of the questions and complete the blanks and answer the question related to the talks and lecture.

2.1.7 Testing Listening TOEFL Test

For the listening section of the TOEFL IBT test, students will use a headset. Before they begin, they will hear instruction for sitting the volume on their headset. They may also change the volume of their headset at any time during the listening portions of the test (Mead, 2009).

In the listening section, Students will hear conversations as well as academic discussions and classrooms lectures. The conversations are introduced by the narrator. The academic discussions and classroom lectures are preceded by a screen that gives the academic subject of the task. A narrator will tell them, if the following passage is a discussion or lecture and what the course is. Paying

attention to these introductions because they can help them understand what the speakers are talking about (Mead, *ibid*).

While listening to the passages, they will see photographs of professors and students sometimes they will see illustrations or charts that help the speakers make their point. The photographs of the people are not important for answering the questions, but they should pay attention to the illustrations or charts because they can help them understand what the speakers are saying. Note that the illustrations are not visible throughout the lecture. They appear on the screen only when the speakers are referring to them.

At the end of each passage, students will be presented with a number of questions, one at a time. They may not go back to check their work or change their answers in the listening section (Mead, *ibid*).

2.2 Review of Related Empirical Literature

There are some researches carried out on teaching and testing of different aspects of languages and the proficiency on the students. For example, teaching vocabulary, teaching story, teaching poetry, proficiency in vocabulary, pronunciation, meaning, listening and so on. However, only few researches have been carried out and proficiency of the student in listening in the department of English. But no research had been carried out to find the proficiency of bachelor level students in TOEFL based listening tests. So this study will be a unique and new in language teaching and learning. In this section, I have reviewed these, articles, journals and so on which are related to some extent to my study. The reviews of empirical literature of the present study are as follows:

Singh (2000) carried out a research on “A Study on Listening Comprehension of Grade Eight Students in Listening Tests and their Problems and Difficulties.” He tested the population including eighty students from four different schools, two of them are private and two public. The primary sources

of data were the grade eight students of both private and public schools and different books, journals, articles were used as secondary data by applying random sampling procedure. He found that the listening comprehension of the private schools' student was better than of public schools.

Rana (2002) carried out a research entitled "Listening abilities of the Nepalese learners of English." He wanted to determine whether the students of different institutes, faculties, level and linguistic background could recognize and discriminate segmental sound or not. His study was limited to the students of the Kathmandu valley. He found that the listening of Nepalese learners of English was determined to be 85.01, and the students from all populations have obtained fairly more percentage in the test of recognition than in the test of discrimination. Similarly, he found that the students having Tibeto-Burman language background had better listening ability than those of the students having Indo-Aryan language background.

Chapagain (2005) carried out a research on "Proficiency in Listening Comprehension of Grade Nine Students." The objective of this study was to find out the listening proficiency of grade nine students of both primary and private schools in the Kathmandu valley. He took twenty students from each school by applying stratified random sampling procedure. All the six-different listening text and types of test were taken from IELTS test preparation books. He conducted the study using the IELTS based test of listening and found that the students' average proficiency of listening was 5.0. Among the five sub skills of listening the students have shown highest proficiency in 'Identifying Details' with 67.49 percent and the lowest in 'Identifying Main Idea' with 46.75 percent.

Chaudhary (2013) carried out a research on "Techniques of Teaching Vocabulary Adopted by Lower Secondary Level English Teachers." He selected the population of twenty-five English students of higher secondary levels who had been studying in different schools of Sindhupalchok district.

They were selected using judgmental sampling procedure on the basis of the analysis and interpretation of data, he found out that Eighty percent students were quite good at the use of contextual vocabulary indirectly and twenty percent were poor in the selection of appropriate words.

Parsai (2015) carried out a research entitled 'Reading Comprehension of the higher secondary levels' students in TOEFL based test items.' His objective was to fine out the comprehensive reading ability of the students in reading comprehensive passages. In order to fulfill the objective, he selected forty students studying at four higher secondary level schools form Jhapa district. He selected the sample following simple random sampling procedure. Test item based on the TOEFL model test items included were the instrument of data collection. He concluded that the students' reading comprehension was high in question answer activity, intermediate in summarizing and poor in getting the purpose of the text.

Ghimire (2016) studied on the proficiency of the students in writing compositions in standard based tests. The study aimed at finding at the students' ability to write free compositions asked in standard test items. The informants for the study were thirty grade twelve students of Parbat district. The informants were selected through purposive non-random sampling procedure. Test items were used as the tools of data collection. The analysis and interpretation of collected data reflected that learners had average level proficiency in writing free compositions asked in the standard tests.

A number of studies have been done in Department of English Education in order to find out the techniques and proficiency of listening. But none of them have dealt with listening proficiency about TOEFL test. What are the listening proficiency of TOEFL take students? Does a listening proficiency impact on TOEFL examination? Such questions are not answered. It needs further research to find out the answer of these questions. So, I carried this research to find out the listening proficiency and its impact on TOEFL examination.

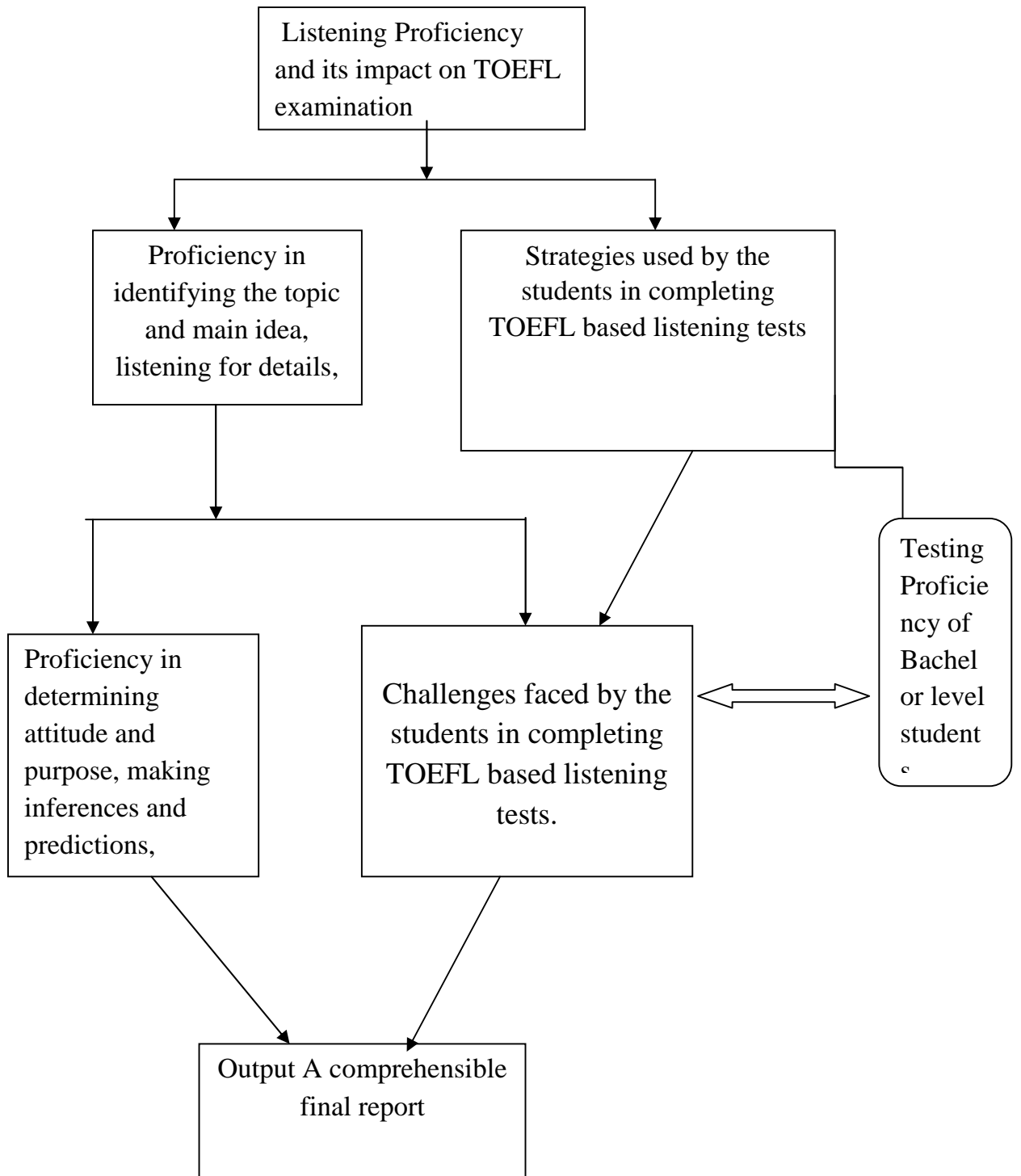
2.3 Implications of the Review for the Study

No doubt the previous studies would help the researcher to guide any way. The reviews studied on previous studies will certainly help to lubricate the mind of the researcher to expand the horizon of knowledge related to the study. The researcher got benefited by knowing about how to carry out the study. The research works have been carried out with different objectives, methodology and research question and in different situation. The above-mentioned review helped me to frame the proposal in general.

The above-mentioned studies are related to find out the listening comprehension of lower and secondary level. To be specific, Chaudhary (2013) helped me to know about the research process and methodological tools which are very beneficial to my research work. Similarly, the study of Prasai (2015) and Ghimire (2016) seemed relevant to me to conduct a survey on the listening proficiency. In order to conduct those research works the researchers had used survey research design. As my study is based on survey research design, I got ideas on the process of it after reviewing those research works. As above researchers have used questionnaire as research tool of data collection, these works have direct implication to my research study because I also used questionnaire for data collection. Therefore, after reviewing those research works, I updated myself with research process, design and methodological tools which are very beneficial to my research work.

2.4 Conceptual Framework

A conceptual framework is very important component of a research. It is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. A conceptual framework enables the researchers to find links between the existing literature and his/her own research goals. Therefore, I have tried to show the relationship among the different variables in the figure as below:



CHAPTER – THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter is considered as the main in methodological procedures. It has included the design and method of study, population, sample and sampling strategy, study area, data collection procedures and data analysis and interpretation procedures.

3.1 Design and the Method of the Study

The design of this study was the survey research. Survey design was a kind of research design which was used to carry out the study which included or represented the large number of population. It was used to collect the view, attitude, perception and reach ability of the target population. Cohen and Manion (1985, as cited in Nunan, 2012, p. 140) define survey research as "the most commonly used descriptive method in educational research, and may vary in scope from large-scale governmental investigation through small scale carried out by a single researcher". They mean that it is the research design for the investigation of large to small scale and can be carried out by many or even a single researcher. Similarly, Kerlinger (1986) has given the following characteristics of survey research:

-) Studies the large population by selecting and studying small sample
-) Discovers the relative incidents
-) Studies the interrelationship of social and psychological variables.

According to Nunan (2012), "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/or events in a single point of time"(p.140). So, it is commonly used to find out the attitudes and the proficiency of the students.

The researcher applied this design to collect data because this study had the following characteristics which were found to be same as the characteristics of survey design as above mentioned scholars had declared:

-) It was conducted to represent a large population by a small sample.
-) Data was collected by the single researcher.
-) Snapshot of the condition of communication strategies was obtained.

According to Nunan (2012) the following eight steps of survey research:

-) Define objectives
-) Identify target population
-) Literature review
-) Identify survey instruments
-) Design survey procedures
-) Identify analytical procedures

3.2 Population Sample and Sampling Strategy

Survey research demanded a large number of populations. So, the populations of this study were bachelor level students of Kathmandu District. Since it was a small-scale study, it was difficult to collect data from each and every member of the respondents. So, the required sample consisted of thirty students. The sample was selected by the use of simple random sampling procedure.

3.3 Study Area

The research area of this study was thirty bachelor students of Kathmandu valley. This study was related to test the Listening proficiency of the students based on TOEFL test.

3.4 Data Collection Tools and Techniques

In order to collect data, I used questionnaire to elicit the responses of the TOEFL take students and test items to find out their proficiency in listening text. It was supposed to be effective and appropriate for the respondents of this study. It was also useful for the researcher to meet the objectives of this study.

3.5 Data Collection Procedures

For data collection, I followed the following procedures:

- i. First of all, a set of questionnaire and test items were prepared for data collection
- ii. Then I visited the college and got permission from the authority by telling the purpose of the study.
- iii. Then, I requested to the students to help me by completing the questionnaire by listening text.
- iv. Finally, I collected the data from the students.

3.6 Data Analysis and Interpretation Procedures

This part was connected with the analysis and interpretation of the raw data. Most of the survey researches were qualitative and quantitative in nature. Being a survey research, it had the characteristics of both qualitative and quantitative analysis. After collecting the raw data, I analyzed them descriptively and statistically.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

In this chapter, the researcher had presented the analysis and interpretation of data which were collected from sample and summary of findings. The main objectives of this study were to find out the proficiency of bachelor students in the listening skill in terms of identifying the topic and main idea, listening for details, determining attitude and purpose, making inferences and predictions, categorizing information and summarizing a topic. The data collected from the informants were based on the sets of test and questionnaires.

4.1 Analysis and Interpretation of the Results

The analysis means to study or examine something carefully in a methodical way. Similarly, interpretation was the act of explaining reframing, or otherwise showing researcher understanding of results. Here obtained data were analyzed and interpretation had been made on the basis of analysis. The information obtained from test and questionnaire was analyzed descriptively with the help of tables and lists under the following headings.

4.1.1 Listening Proficiency of the Students in TOEFL Based Test

In order to find out their proficiency in TOEFL based test, I administered the test items to them. The test items included two different types of items. They were about listening to the lecture class and listening to the conversation. The score below 50 was taken as the poor proficiency and above 50 was higher proficiency. The analysis and interpretation is presented in following way.

4.1.1.1 Analysis of Students Proficiency on Listening to Lecture Class

In order to find out the listening proficiency on lecture based class of TOEFL test, I included five items in the test items. The students' proficiency on those items is presented in the table below:

Table 1

S.N.	Skills	No. of student	Percentage
1.	Identifying the topic and main idea	12	40
2.	Listening for details	5	16.6
3.	Determining attitude and purpose	3	10
4.	Making inferences and predictions	4	13.33
5.	Categorizing information	2	6.66
6.	Summarizing a topic	4	13.33

This table shows that Bachelor level students proficiency test on listening on the following skill through lecture method was detail elaborated. The participants were only 30 through sampling. It shows that 40 percent of students are able to identifying the topic and main idea, 16.66 percent listening details and give answer, 10 percent of student determining attitude and purpose of lecture, 13.33 percent making inferences and prediction about the test, 6.66 percent of student able to categorizing information and 13.33 percent of students were able to summarizing a topic about lecture class. The result shows that majority of the students familiar on 'Identifying the topic and main idea' and minority are 'Categorizing information'.

4.1.2 Analysis of Students Proficiency on Listening Conversation

The analysis of the student's proficiency on listening conversation are tabulated and presented in the table below:

Table 2

Proficiency in Listening Conversation

S.N.	Skills	No. of student	Percentage
1.	Identifying the topic and main idea	5	16.66
2.	Listening for details	4	13.33
3.	Determining attitude and purpose	7	23.33
4.	Making inferences and predictions	9	30
5.	Categorizing information	3	10
6.	Summarizing a topic	2	6.66

The above table shows that the listening conversation of the students was no more satisfactory. The analysis of the data was presented according to the division of the identified skills. It shows that 16.66 percent of students were able to identifying the topic and main idea, 13.33 percent listening details and give answer, 23.33 percent of student determining attitude and purpose. Thirty percent making inferences and predictions, 10 percent were able to categorize information and 6.66 percent students were able to summarize the topic. It shows that had no good skills in summarizing topics only 6.66%. Similarly, 30% of the students were able to make inferences and predictions.

4.1.3 Analysis of Lecture Class on Scaled Scores

The respondents have given the following responses which are tabulated according to the means of verification i.e. skills.

Table 3
Proficiency on Lecture Class on Scaled Scores

S.N.	Skills	No. of student	Percentage	Converted scores
1.	Identifying the topic and main idea	12	40	12
2.	Listening for details	5	16.66	5
3.	Determining attitude and purpose	3	10	3
4.	Making inferences and prediction	4	13.33	4
5.	Categorizing information	2	6.66	2
6.	Summarizing a topic	4	13.33	3

This table shows that analysis of lecture class on scaled scores in listening, the majority of the students are stronger in identify topic and minority in categorizing information i.e. only 2%. This table shows the students proficiency of lecture class on converted scores. It shows that 40 percent of student got 12 score on identifying the topic and main idea, 16.66 percent got 5 score on listening for details, 10 percent got 3 score on determining attitude and purpose, 13.33 percent got 4 score on making inferences and predictions, 6.66 percent got 2 score on categorizing information, 13.33 percent got 3 score on summarizing a topic. So, it has been found that listening proficiency tests of TOFEL to the Bachelor level students are not congruent.

4.1.4 Analysis of Conversation on Scaled Score

Analyzing the test score in TOFEL, the Bachelor level of students of Katmandu district have obtained in “conversation on scaled scores” are illustrated in the given table.

Table 4
Proficiency in Conversation on Scaled Score

S.N.	Skills	No. of student	Percentage	Converted scores
1.	Identifying the topic and main idea	5	16.66	5
2.	Listening for details	4	13.33	4
3.	Determining attitude and purpose	7	23.33	7
4.	Making inferences and prediction	9	30	9
5.	Categorizing information	3	10	3
6.	Summarizing a topic	2	6.66	2

This table shows the students proficiency of conversation on converted scores. It shows that 16.66 percent of student got 5score on identifying the topic and main idea, 13.33 percent got 4score on listening for details, 23.33 percent got 7 score on determining attitude and purpose, 30 percent got 9 score on making inferences and predictions, 10 percent got 3 score on categorizing information, 6.66 percent got 2 score on summarizing a topic. It shows that students got good score on making inferences and prediction in conversation test.

4.1.5 Analysis of challenging Areas of Listening

Listening proficiency test in TOFEL Bachelor level students, I found challenges in areas of listening. The challenges are mentioned in the given table:

Table 5
Challenging Areas to the Students

S. N.	Areas	No. of student	percentage
1	Unfamiliar topics	8	26.66
2	Speed of speech	7	23.33
3	Pronunciation	9	30
4	Time management	6	20

The table no, 5 shows the challenges faced by student during listening test. It shows that 26.66 percent of student faced the problems in unfamiliar topics. Similarly, 23.33 percent of student found difficulty in speed of speech. Likewise, 30 percent of student faced the problem in pronunciation and 20 percent of student faced problem in time management. From this data, it can be generalized that most of the students faced difficulties in pronunciation on listening test.

4.1.6 Analysis of Difficulties in Listening Test

The respondents' views on the difficulties in listening test are presented in the table below:

Table 6
Difficulties in Listening Test

S. N.	Areas	No. of student	Percentage
1	Lectures	10	33.33
2	Class discussion	8	26.66
3	Conversation	12	40

Table 6 shows the difficult part which student face in listening test. It shows that 33.33 percent of student felt difficult in lecture class, 26.66 percent felt difficult in class discussion and 40 percent of student felt difficult in conversation part. From this data, it can be generalized that most of the student felt difficult in conversation part.

4.2 Analysis of the Responses from Open Ended Questions

Besides the test items, I also asked a few open-ended items to the students during the data collection. I asked them four different questions about their strategies, practical ways, problems faced and the tips for getting success in TOEFL based listening test. So, the responses given by the students to these questions have been analyzed in the form of item analysis.

4.2.1 Strategies Applied in the Listening Tests

Students can have different strategies in order to solve the problems given to them. Regarding the strategies that can be applied to take listening test, I asked them a question *what strategies do you apply to take listening test?* In response to this item, the students presented almost similar kind of views. So, the responses provided by the informants have been summarized below:

- i. By listening English songs
- ii. By listening news in English
- iii. By listening recorded tape
- iv. By going to online resources

From the responses given above, it has been found that the students applied the strategies like listening songs, news in English, recorded tape and online resources made them ease in TOFEL tests.

4.2.2 Students' Practical Activities for Developing Proficiency in Listening

The students may use various activities for developing a good proficiency in listening test. While practicing the tests, they use practical activities. Regarding this concern, I asked them, *what sort of activities do you use to develop your proficiency in listening test?* While responding to this item, the students responded a few activities in common. After synthesizing the views expressed by them, the following were the practical activities of them:

- i. Focus on audio
- ii. Focus on video
- iii. More practice
- iv. Watch English movie
- v. Listen English song

The above points present that the students focused on audio and video materials for listening. Similarly, they gave more attention to practice, watched English

movie and listen English songs frequently as the practical activities to create a favorable environment in TOFEL test.

4.2.3 Problems Faced by the Students during the Listening Test

Students may have to face different problems during the listening test. Their problems should be studied and addressed so as to increase their proficiency. Regarding the problems, I asked them a question as what type of problems did you face during the listening test? The students expressed different problems while responding to this item. After the thorough study and analysis of the responses, the following problems were found to the students:

- i. Unfamiliar topics
- ii. Time management
- iii. Speed of speech
- iv. Pronunciation
- v. Instruction
- vi. Afraid

On the basis of the above points, it has been concluded that the students' problems at the time of listening test were difficulty to deal with unfamiliar topics, managing time in answering, catching up the speed of speech, getting clear pronunciation, instruction and feeling of being afraid.

4.2.4 Students' Views on the Best Ways to Develop Listening Proficiency

Having an experience of attending TOEFL based listening tests; the students can suggest some ways or means to develop listening proficiency. So, I asked them to suggest some ways to do so. The responses given by them have been summarized and presented in the form of points below:

- i. Focus on practice
- ii. Listen carefully the instruction
- iii. Watching English movie
- iv. Become familiar with the organization of lectures

- v. More concentration on test
- vi. Do not feel hesitation

The above points clarify that the students provided the suggestions to develop listening proficiency as focusing upon the practice, listening the instruction carefully, watching English movie, being familiar with the organization of lectures and paying more concentrations to the test given to them.

4.3 Summary of Findings

This section is the focal point of the research report which deals with analysis and interpretation of the data obtained from primary source and which consists all the main aspects of research study. The collected data are analyzed and interpreted taking the objectives of the study into consideration. The analysis and interpretation has been done descriptively.

This research was carried out to find out the listening proficiency of bachelor student based on TOEFL test. The researcher elicited the views of the bachelor students. The researcher made the questionnaire and test tools as research tools to collect the primary data. He selected thirty students of different college of Kathmandu valley. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyze the data.

a. Listening Proficiency of the Students in TOEFL Based Listening Tests

After the analysis and interpretation of the raw data, the researcher came to find out the listening proficiency on lecture class. The results on the proficiency on listening test, it was found that 40 percent student were able to identify the topic and main idea, 16.66 percent were able to find out the details of the listening test, 10 percent were able to determine the attitude and purpose, 13.33 percent were able to make inferences and predictions, 6.66 percent were able to categorize information, and 13.33 percent were able to summarize a topic. Similarly, on listening proficiency of

conversation class, 16.66 percent students were able to identify the topic and main idea, 13.33 percent students were able to listen for details, 23.33 percent were able to determine attitude and purpose, 30 percent students were able to make inferences and predictions, 10 percent students were able to categorize the information and 6.66 percent were able to summarize the topics.

b. Challenges Faced by the Students in Listening Tests

As the part of challenges, 26.66 percent of student felt challenges in unfamiliar topic, 23.33 percent of student in speed of speech, 30 percent of student in pronunciation and 20 percent of student in time management. It was also identified that 33.33 percent feel difficult in lecture class, 26.66 percent in class discussion and 12 percent in conversation.

c. Problems Faced by the Students During Listening Tests

it has been concluded that the students' problems at the time of listening test were difficulty to deal with unfamiliar topics, managing time in answering, catching up the speed of speech, getting clear pronunciation, instruction and feeling of being afraid.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher has presented the conclusions of the research and recommendations of the study on the basis of presentation, analysis and interpretation of the study have been drawn on the basis of the analyzed data. The implications of the study are recommended for three different related levels or areas viz. policy related, practice related and further research related level.

5.1 Conclusions

This is the research entitled as “Listening proficiency of Bachelor student based on TOEFL test.” The main objectives of this research were to find out the proficiency of bachelor students in the listening skill in terms of; identifying the topic and main idea, listening for details, determining attitude and purpose, making inferences and predictions, categorizing information and summarizing a topic. In order to complete this study, I went through five chapters. In the first chapter, I presented the introduction of the study that includes objectives, research questions, significance of the study, and delimitation of the study and operational definitions of the key terms. In the second chapter, I discussed the review of the related literature which consist the theoretical part of research. On the basis of the review of related literature, I developed conceptual framework to conduct this study. The methods and procedures of the study were described in third chapter. The design of this study was survey and the main tool for data collection was test and questionnaire. In fourth chapter, I analyzed and interpreted data descriptively using appropriate tables and lists. In the last chapter, I presented the conclusion of the study and recommendation or the basis of findings of the study.

The major conclusions of the study are as follows:

- i. It is found that most of the students were able to identify the topic on lecture class.
- ii. Most of the students were not able to categorize information in lecture class.
- iii. Through the study, it is found that most of the students were able to make inferences and predictions in conversation class.
- iv. Most of the students were not able to summarize a topic in conversation class.
- v. It is also found that students faced challenges in pronunciation in listening test.
- vi. It is also that student feel difficulties in conversation class.
- vii. From the analysis and interpretation, it was found the proficiency in listening of bachelor student was not satisfactory.

On the basis of the above points, it has been concluded that the students had average level proficiency in overall test.

5.2 Recommendations

On the basis of the findings of the study, I would like to provide the following points of recommendation for the policy related, practice related and the further researcher related level of application.

5.2.1 Policy Related

- i. The study can be useful to the planners as well as policy makers for developing educational policies in the field of language teaching. It is because it would help the teachers and students to devise appropriate test items and materials for TOEFL based listening test.
- ii. It can be significantly applicable for creating plans to conduct new forms of test items to test students' listening proficiency.
- iii. By using the result of the study, from the school level the policy makers should focus on listening section.

- iv. Additional listening test class should be included along with textbook. By this the students can have more chances for practicing.
- v. Extra English listening practice periods should be made available to make English environment and to develop the students' proficiency.

5.2.2 Practice Related

On the basis of finding, I include some recommendation related to practice level.

- i. As the finding of this study shows the average level proficiency of the students in listening tests, it can be suggested that the teachers and students should pay special attention on listening skill.
- ii. Another finding of the study presents the difficulties faced by the students in listening comprehension. So, the teachers should facilitate the learners to overcome those difficulties.
- iii. The students should focus on all skills required to have good proficiency in listening comprehension.
- iv. Based on the findings of the study, it can be suggested that the students should focus on all areas of listening; lecture class discussion, and conversation.

5.2.3 Further Research Related

Though this study had limited coverage, a few suggestions can be provided with reference to this study. Some of the related field and area suggest the researcher as follows:

- i. This research provides a valuable secondary source for the researchers.
- ii. It suggests new research areas which are left to be investigated.
- iii. This research is delimited to the study of listening proficiency of bachelor level student. Similarly, in other areas can be investigated.

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