

# **STRATEGIES APPLIED BY IELTS CANDIDATES IN LISTENING SKILLS**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by  
Laxmi Adhikari**

**Central Department of Education  
Department of English Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2020**

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## **Declaration**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for candidature of research degree to any university.

Date: 15-03-2020

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## **Recommendation for Acceptance**

This is to certify that **Laxmi Adhikari** has prepared the thesis entitled **Strategies Applied by IELTS Candidates in Listening Skills** under my guidance and supervision.

I recommend this thesis for acceptance.

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## **Dedication**

*Dedicated to my parents who devoted their entire life to make me what I am today.*

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**Laxmi Adhikari**



## Abstract

This research work entitled **Strategies Applied by IELTS Candidates in Listening Skills** is an attempt to analyze and describe the various strategies used by IELTS candidates in listening skill. In this study, I explored strategies and techniques used by IELTS candidates especially in listening section. Forty IELTS candidates were selected using purposive non-random sampling procedure. I collected the data from four different institutes of Kathmandu valley. The required data were collected by using questionnaire. Both primary and secondary data have been used in the study.

The finding of this research shows that the strategies used while listening skill in IELTS test were different from students to students; there were several issues during listening test for students regarding better understand of what the audio speaks; the problems were involved in prosodic features of word and sentence level; they faced problems in unfamiliar topics; not only these factors, but also time management was also a great burden for IELTS test – takers; listen word by word, listen for detail information, focuses on new words were their listening strategies during IELTS test.

This study consists of five chapters. The chapter one provides theoretical input for listening skill especially in IELTS. This chapter deals with background and developmental history of IELTS and prevailing strategies of teaching listening skill. The chapter two incorporates with the review of related literature, empirical literature, implication of the review of the study, and conceptual framework. Similarly, chapter three consults with the research methodology adopted for the study in which source of data, sampling procedure, tools and techniques for data collection, process of data collection, areas/ field of the study, sources of data, analysis and interpretation of data has included. Likewise, chapter four indicates with the analysis and results of all students' response on strategies used by them while listening skill. Chapter five deals with the research conclusion and implication based on the analysis and

interpretation of the data. References and appendices are also included at the end of this work to make it more valid.

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## **List of Symbols and Abbreviations**

BBC	=	British Broadcasting Corporation
CUP	=	Cambridge University Press
i.e.	=	That is
IELTS	=	International English Language Testing System
M. Ed.	=	Masters in Education
No.	=	Number
S.N.	=	Serial Number
T.U.	=	Tribhuvan University
TEOSL	=	Test of English as a Foreign Language
U.K.	=	United Kingdom
Viz	=	Namely

# Chapter I

## Introduction

This is the study entitled **Strategies Applied by IELTS Candidates in Listening Skills**. This section consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms.

### Background of the Study

Listening is the first skill among the four language skills. It is a basic language skill and one of the most significant skills compared to speaking, reading and writing. Listening is an ability to identify and understand what others are saying. To quote Howatt and Dakin (1974, p. 17 as cited in Itani, 2012), “listening involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary and grasping his meaning.” Without receiving production is not possible. It along with the reading is the pre-requisite for the productive skills. Listening is more active and less passive skill because listeners receive the incoming data, an acoustic signal, and interpret it on the basis of linguistic and non-linguistic knowledge. Underwood (1989, p. 1), “listening is the activity of paying attention to and trying to get the meaning from something.” It means trying to understand the oral message that people are conveying. This definition also helps us to believe that listening to accept as an active skill itself.

Thus, listening is an important part of communication process, and it is used in mostly daily life situation. Listening is the activity of paying attention to and trying to get meaning from something we hear. It is the first language model that children acquire (Krashen, 1985). Learning a new language, learners spend a lot of time listening while they are at school and much of what they learn is acquired by means of listening. Hence, listening is an important



skill in language learning. It provides the foundation for all aspects of language and cognitive development. It plays a life-long role in process of communication.

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. Among all the skills, listening deserves more importance in the standardized test of English and in the overall proficiency of the students.

The International English Language Testing System (IELTS) is one of the most popular international tests on English language proficiency. International English Language Testing System first appeared in 1980. It aimed to test the language skills viz. reading, writing, speaking and listening. As the trend of going abroad for the further studies is increasing, the relevance of IELTS is also increasing. IELTS has become one of the major documents in order to get admission especially in English speaking countries such as UK, Australia, the USA, New Zealand and Canada. It is to be done mostly by those students who are from non-native English speaking countries to show their certain level of English. IELTS is particularly designed to assess the ability of the English language who wants to pursue their further education and migrate particularly in English speaking countries. IELTS has become internationally accepted and reliable test to check the candidates command over the English language. IELTS is a very individual test. IELTS is jointly managed by University of Cambridge ESOL Examination, British Council and IDP: Australia. Thus, the importance of IELTS is getting more priority day by day among non-native speakers of English language.

So, IELTS stands for International English Language Testing System. It measures the ability of non-native speakers of English. The test is accepted by many English-speaking academic and professional institutions. IELTS test is one of the major English Language tests in the world. As Celce-Muria (2001) says, listening comprehension takes a more important role now and people need to have knowledge of vocabulary, grammatical structure, sounds and even body language to be able to comprehend successfully. It is important to help the students to improve their oral English skills before being trained in hotels or tour companies or joining the labor market in future. In helping the students to improve their oral (listening/ speaking) ability especially in the face-to-face communication, it is essential to know how students process the information and what processing strategies (bottom-up and top-down) they use while listening.

### **Statement of the Problem**

Listening is a receptive skill. We receive messages or information through listening. Listening is an obligatory or a primary language skill to acquire the native language to learn a foreign language. Therefore, listening is one of the basic language. Traditionally, listening is 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). But, nowadays, we recognize that listening is an active process, and that good listeners are just active when listening as speakers are when speaking. Generally, the foreign language learners are not exposed to the authentic language and text. They may not have the exact experience on their target language. The foreign language learners have difficulty in listening mainly because of the inherent characteristics of listening texts. If they are involved in the tasks with authentic listening texts, they have difficulty to understand the information. The problem stated in this study is strategies applied by IELTS candidates in listening. Hence listening is important, it is not

given much attention in our classroom practices, so students score in listening test is not good level.

Learners have so many problems in listening because listening is an active process and it is the activity of paying attention to and trying to get meaning from what you hear. The main problem with listening seems to be the fact that they cannot keep up listening and forget what they hear before. In classroom situation, learners cannot have word repeated. Students' sometimes hear the words clearly, but they don't understand the meaning of words they hear. Sometimes encounter an unknown word, which may cause them to stop and think about the meaning and thus, they miss the next part. Further, lack of contextual knowledge is also a problem in listening.

### **Rationale of the Study**

This study will be significant for all those persons who are interested in teaching and learning. This study tries to find out the strategies applied by IELTS candidates in listening. The study will be significant and helpful for those students who want to go abroad for their further study. Moreover, this study was 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. Therefore, the study becomes significant to the practitioners to enhance teaching and learning English by providing with authentic and meaningful learning environment.

### **Objectives of the Study**

The present study has the following objectives:

- a) To find out the strategies used and the challenges faced by the students in IELTS test.
- b) To suggest some pedagogical implications.

## Research Questions

The main research questions were as follows:

- a) What are the strategies used by the students to overcome the challenges in IELTS based listening test?
- b) What are the challenging areas for IELTS candidates?

## Delimitations of the Study

The present study has the following delimitations:

- a. The study was limited only to learners who are preparing IELTS.
- b. The study was limited to Kathmandu valley.
- c. Only the listening skill ability based on IELTS test was tested.
- d. The data was collected only from IELTS learners.
- e. The study included questionnaire and test items.

## Operational Definition of the Key Terms

The key terms that have been used in this study were as follows:

**IELTS.** The term 'IELTS' refers to International English Language Testing System which is particularly taken in non- English speaking countries to access their level of English language.

**Listening Skill.** Ability to actively understand information provided by the speakers, important for effective communication.

**Technology.** The term technology is used as the branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment.

**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 IELTS test.

## Chapter II

### Review of Related Literature

Review of related literature is very important and significant to carry out any research. It helps to make the research valid and reliable and it helps the researchers to gain wide area of knowledge of their research. This section includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework. The literature related to the research study is reviewed under two broad headings: Theoretical and Empirical.

#### Review of Related Theoretical Literature

At present, numbers of tests are designed in order to test the proficiency and competency of the language. The natives test English language proficiency to judge whether we can manage in activities or work. English is one of the international languages and its popularity is spreading rapidly. The study of IELTS is mostly for fulfilling migration of requirement for abroad and higher education.

**Listening as a Language Skill.** Listening is the first skill among the four language skills. It is the ability to identify and understand what others are saying. It is basic language skill and one of the most significant skills compared to speaking, reading and writing. To quote Howatt and Dakin (1974, p. 17 as cited in Itani, 2012), “listening involves understanding of speakers’ accent or pronunciation, his grammar and his vocabulary and grasping his meaning.” Without receiving anything production is not possible. It, along with reading, is the pre-requisite for the productive skills. Listening skill is the more active and less passive skills because listeners receive the incoming data. Along with the active skill, it is also a complex process as the listener has to receive and interpret the spoken language. According to this, Khaniya (2005, p.124) says:

Listening is a complex process. In listening, the listener receives the incoming data, an acoustic signal and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structures, pragmatics and sociolinguistics. The non- linguistic knowledge of the topic, the context and general knowledge the world and how they work. 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 same as hearing. Hearing is about the perception of sound, listening is about the perception of meaning. It means, in 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. Listening is not only listening but also understanding what the learners listen to i.e. listening comprehension and it is the analysis of the utterances into segments and identifies the linguistic units.

**Testing Listening.** Testing is a method of measuring a person’s ability or knowledge in given area. It is an essential and integral part of education. Testing helps to find out the strength 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 their ability. Khaniya (2005, p.1) says that testing is used as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. 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.”

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 attention to those features of a text which they think 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 and interpretations will therefore often differ from listener to listener. (As cited in Buck, 2001, p. 8)

Testing listening is not an easy task. It is difficult to test the listeners' ability, that they understand the given lessons or not. Heaton (1988, p. 64) has said "the human brain has a limited capacity for the reception of information and, we there no such features built into the language, it would 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.

**Techniques of Testing Listening Skills.** The following test items can be adopted to test listening comprehension ability as given by Heaton (1975) :

***Phonemic Discrimination Test.*** Listening test can be conducted in various ways. One of them is phonemic description test. In such test, the students are asked to distinguish similar vowel and consonant phonemes. The teacher pronounces 3 or 4 identical vowel and consonant sounds and a different one. The students should choose the different ones.

***Test of Stress and Intonation.*** The teacher pronounces a particular word with a stress on a particular syllable and the students are asked to recognize where the stress falls. Similarly, the students are asked to find out whether a particular sentence is uttered with rising or falling tone.

**Statements and Dialogue.** In this test a cassette containing a conversation or dialogue between two or more people is played. The student should listen to the text and find out which are true or false statements.

**Testing Comprehension through Visual Materials.** The students are given some visual materials as pictures, maps and so on and the questions related to the program are asked.

**Understanding Talks and Lectures.** Above mentioned testing techniques are especially useful for elementary level. But here test items are used to test the ability to understand both formal talks and formal lectures which is suitable for advanced level students. A speech is delivered and the questions related to the speech are asked.

**Developing of Strategies in Listening Skills.** Listening is the activity of paying attention to and trying to get meaning from something what we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions. It is not just a single skill; it is an integration of several skills. Nunan (2002) writes, “Listening is assuming greater and greater importance in foreign language classrooms”. Listening is vital in the language classroom because it provides input for learners. Without understanding input at the right level, any learning simply cannot begin. Listening is, thus, fundamental to speaking.

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 includes:

- ) 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 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.

According to Jackman and Mcdowell (1999, p.67) 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

Similarly, 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

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

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 Klines (1989) there are several main types of listening skills which are as follows:

***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.

***Relationship Listening:*** It helps in individual to improve the relationship between peoples. The speaker expresses his/her feelings and the listener's job is to process the information before responding. Attending, supporting and empathizing are the three keys to developing effective relationship listening. Eye contact, giving advice, caring are the relative examples of those key factors which help to establish the effective relationship listening.

***Appreciative Listening:*** This is an enjoyable type of listening, which happens in theater, television, radio, film and so on. There are not a lot of

responses necessary in appreciative listening through groups of listeners might often talk among themselves to process the experiences. The quality of appreciative listening depends on three factors: presentation, perception, and previous experience.

***Sympathetic Listening:*** In this type of listening listener's role is often not to respond 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 complex of thoughts. The listener can help by validating what the speaker says and supporting his/her words.

***Critical Listening:*** This is complex types 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 filed.

***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 listening. Attention to those factors is more important in effective discrimination listening.

### **Introduction of International English Testing System. IELTS**

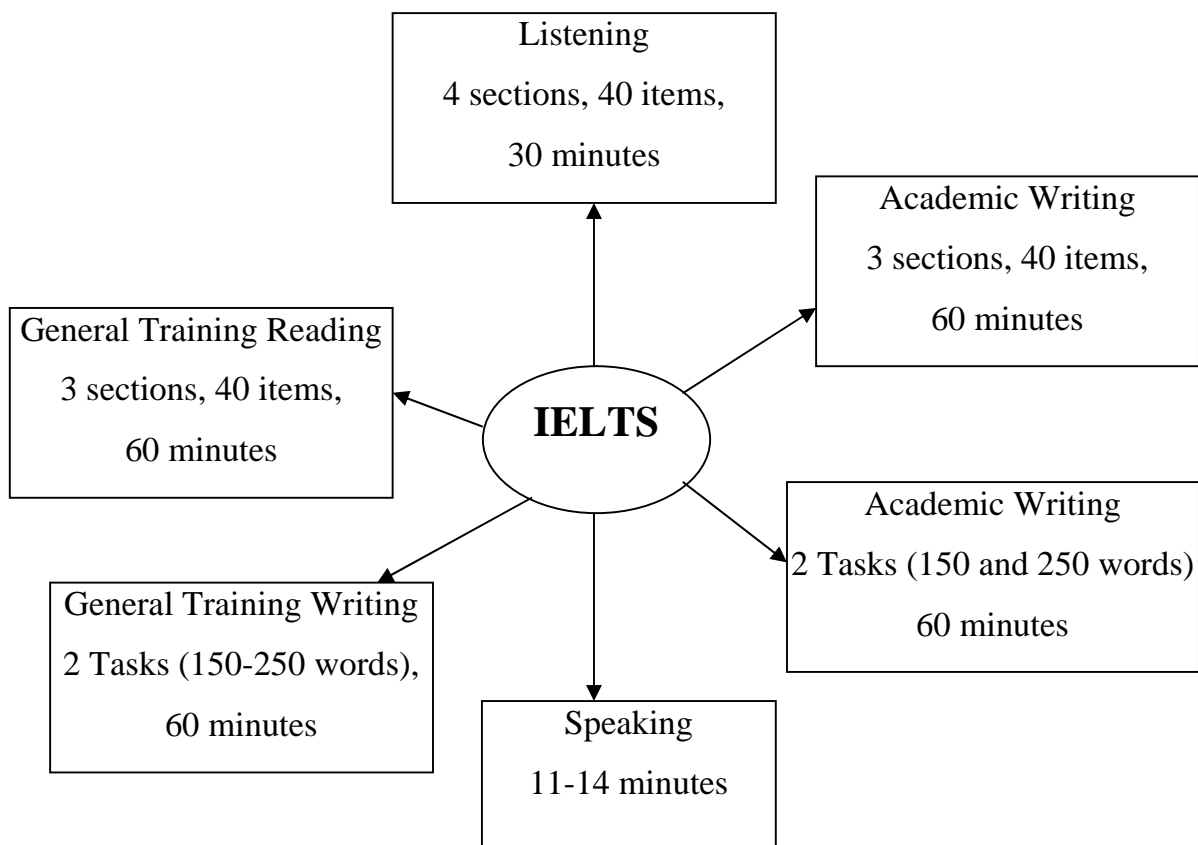
(International English language Testing System) first appeared in 1980 but it was started from 1989 as a measurement of a person's ability proficiency in the English Language and is jointly managed by the University of Cambridge ESOL Examinations (Cambridge ESOL or UCLES), The British council and IDP; IELTS Australia. It is a proficiency test conducted by Cambridge University as a TESOL program. Its main aimed to test the English language skills, viz. listening, speaking, reading and writing. Before the appearance of IELTS, EPTB (English Proficiency Test Battery) was dominant in the field of language testing which couldn't last since IELTS replaced it with several corrections and new strategies of language testing. Its Main purpose is to assess

the English Language proficiency of non-native speakers. In the case of Nepal also numbers of students are preparing IELTS exams and several institutions and educational consultancies are also managing class for IELTS preparation. Even British Council is launching IELTS preparation classes from different modes too. In IELTS, an easy-to-use 9-band scale clearly identifies proficiency level, from non-user (band score 1) through the expert (band score 9). IELTS is available in two test formats- Academic or General Training- and provides a valid and accurate assessment of the four language skills: listening, reading, writing and speaking. ([www.ielts.org](http://www.ielts.org))

In particular, IELTS was influenced by growth of ‘communicative’ language learning and ‘English for specific purposes’. The test takers were based on analysis of the way in which language was used in academic contexts and intended to reflect the use of language in real world. Barras (1982, p. 14) argues:

IELTS tests all four language skills: listening, speaking, reading and writing. The speaking test is a face to face interview with a certified examiner. It is interactive and close to a real-life situation as a test can get. Researcher shows that IELTS motivates test-takers to develop real and well-rounded English rather than learning by rote. This means their understanding of English is improved and be valid for real life in an English-speaking country.

**IELTS Test Module.** The test consists of four modules. All candidates (General or Academic) take the same listening and speaking modules but there is a slight difference in the reading and writing modules. The following chart explains the modules in IELTS.



**Test Scores.** IELTS provides a proficiency report of a candidate to use English. Candidates receive a report after 13 days in online and after 17<sup>th</sup> days in a hard paper. They receive band score in the range of band 1-9. Overall band score and individual band score are reported in whole or half bands. IELTS test score is valid for 2 years only.

### ***IELTS Band Scores***

**9 Expert User-** Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

**8 Very Good User-** Has fully operational command of the language with only occasional unsystematic, inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.

**7 Good User-** Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some

situations. Generally handles complex language well and understands detailed reasoning.

**6 *Competent User***- Has generally effective command of the language despite some inaccuracies, inappropriateness and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

**5 *Modest User***- Has partial commands on the language, copying with overall meaning in most situations, though are likely to make many mistakes. Should be able to handle basic communication in own field.

**4 *Limited User***- Basic competence is limited to familiar situations. Has a frequent problem in understanding and expression. Is not able to use complex language.

**3 *Extremely Limited User***- Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

**2 *Intermittent User***- No real communication is possible except for the most basic information using isolated words or short formula in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

**1 *Non User***- Essentially has no ability to use the language beyond possibly a few isolated words.

**0 *Did not attempt the test***- No assessable information provided at all. (IELTS 11, 2016,

***Proficiency Test.*** For Heaton (1975), proficiency test is concerned simply with measuring a students control of language in the light of what he/she will be expected to do with it in the future performance of a particular task. He further points out that the proficiency test is connected, with measuring not general attainment but specific skills in light of the language demands made

later in the students by a future course of study or job. A proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identifies areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. A proficiency test is intended to measure the command of language regardless of the background in that language. Such test encompasses four language domains: listening, speaking, reading and writing. Collins online dictionary define proficiency test as "an exam which test how proficient or skilled someone is in a particular activity, field of study, language".

Proficiency tests the global level of proficiency but it may not always do so because it can be specific in some cases. It tests what aspect of language i.e. which measures true to life ability to communicate in English. ( Retrieve from; [www.ieltshelpnow.com/academic-writing-test-2.html](http://www.ieltshelpnow.com/academic-writing-test-2.html))

**IELTS Listening Skills.** The IELTS listening test takes about 30 minutes during which students listen and at the same time write tick or matching in the questionnaire. There are four sections, generally 10 questions in each section. In all IELTS listening test, there are 40 questions. The test is recorded on a CD and is played only once. During the test, time is given to candidates to read the questions and write down and check their answers except in section four. After all the four sections are over, they will be given ten minutes time to transfer the answers on to the listening answer sheet with clean handwriting and correct punctuations and spellings. Test takers will lose marks for incorrect spellings and grammar. Their correct numbers of answers are later converted to the total listening band score. As already mentioned, IELTS listening has 40 questions in 4 sections. The listening section of IELTS has four sub- sections. The first one is a conversation between two individuals set in an everyday social context. Second is a monologue or speech. The third section is a conversation among a maximum of four people set in an academic setting and the final one is a monologue on in academic lectures, which can be referred to



while answering the questions. The purpose of the IELTS listening exam is to test candidates ability to understand main ideas, follow logical arguments, find specific information, and recognize opinions or attitudes. A variety of question types is used, including: multiple choice, matching, plan/ map/ diagram labeling, form completion, note completion, table completion, summary, sentence, short-answers questions completion etc. Candidates hear the recording once only and answer the question as they listen. Ten minutes are allowed at the end for candidates to transfer their answers to the answer sheet.

## **Review of Empirical Literature**

A number of researches have been carried out in the area of feedback. In order to collect some ideas and information, I had gone through some of related previous related researches and reviewed them as follow:

Chapagain (2001) carried out a research entitle “Proficiency in Listening Comprehension of Grade Nine Students.” The objective was to find out the listening proficiency of nine graders of public and private schools in the Kathmandu Valley. The population of the study consisted the students of the nine grades from ten schools. Twenty students from each school were selected by applying stratified random sampling strategy. All the six different listening texts and types of test were taken from IELTS test preparation books. He found that the average proficiency in listening comprehension of ninth graders has been found to be 5 band level of IELTS band score table.

Similarly, Itani (2012) conducted a research on “Listening Proficiency of Bachelor Level Students”. The main objective of his study was to find out the listening proficiency of Bachelor’s Level of Students on the basis of IELTS. The population of the study was Bachelor Level Students of Tribhuvan University who were in their first year of Academic study in Kathmandu Valley. He selected 120 students purposively from three faculties (Management, Humanities and Social Science, and Education) by applying

stratified random sampling strategy. He used IELTS based complete listening test from the past IELTS exam paper of Cambridge book-4 (2005). In this study he found that the average listening proficiency of the bachelor's level of students was 20.14, i.e. 49.09 percent, and 5.20 according to the IELTS band score which was below the proficiency requirement for academic program on the basis of their IELTS band. Similarly, regarding the faculty wise analysis, the students of the Humanities and Social sciences have obtained more score than those of Faculty of Education and of Management.

Jing (2014) carried out a research on "IELTS Listening Test Strategy Research: Chinese Students' Strategy use with the Lecture-Based Questions in the IELTS Listening Paper". The objective was to find out the differences in the use of strategy between students studying in China and Chinese undergraduate students in the UK use when taking the IELTS listening test. Researcher used retrospective reports and oral interview as a tools. Researcher found that listening strategy used higher by IELTS groups than that of the non-IELTS groups. 12 Chinese undergraduate students were selected.

Nufai (2012) conduct a research on "Effects of Processing Strategies on Listening Comprehension". The aimed of this research was to discover processing strategies used by listener with different level of listening comprehension, ability and gender. Sample population was forty two (33- female, 9- male). Researcher used questionnaire and interview for their research. Researcher found that gender was not as important as learner's listening ability in making the choice of strategies. Quantitative research design was used for this research.

Phuyal, (2015) carried out a research work on "Use of World Wide Web for learning English". She took the sample from grade 12 students from four different colleges of Kathmandu valley. She used purposive non random sampling procedure to collect the data. Her research design was survey in

nature. She found that at present, maximum numbers of students are using Internet as a major source for learning English Language.

Prasain (2007) carried out a research work entitled “Listening Proficiency of Grade IX Students: A Comparative Study”. The main objective of his study was to find out listening proficiency of grade IX students of government and private schools of Kathmandu valley. He selected hundred students (ten students from each school) as sample population from five public and five private schools randomly. Questionnaire and oral test were selected as tool for the data collection. The findings of his study showed that the overall listening proficiency of ninth graders is 72.76% where students of public and private listening proficiency are 58.76% and 86.76% respectively.

Rokaya (2018) conduct a research entitled “Use of Information and Communication Technology in English Language Learning”. The main objective of this study was to explore the use of ICT in Bachelor 1<sup>st</sup> year students in their English Language learning. He used survey research design as research design. He selected forty students as a sample for this study following non -probability sampling procedures. Closed-ended questionnaires were used as research tool. He found that students are positive towards the use of ICT in English Language learning and they are using ICT for developing their English Language learning.

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 found out that the listening comprehension of the private schools’ student was better than of public school. He tested the population including eighty students from four different schools, two of them private and two of them public. The primary sources of the data were the grade eight students of both private and public schools and different journals, books, articles were used as a secondary data by applying random sampling procedure.

Wang, X. (2017), conducted a research entitled “On the Evaluation of IELTS Listening Test and its Wash back Effects on Listening Teaching and learning”. The objectives of this research was to evaluate the listening section of IELTS from three aspects: test authenticity, test validity and reliability and then analyzed wash back effect on listening teaching and learning.

### **Implications of the Review of the Study**

Kumar (2011) states “Reviewing the literature can be the time consuming, daunting and frustrating but also rewarding”. A literature review is an integral part of the entire process and makes a valuable contribution to almost every optional step. Literature related to the research area is reviewed to widen the body of knowledge or subject area in which s/he is interested. It determines the quality of the research provides theoretical knowledge and helps to improve the methodology and contextualized the findings. I have reviewed some researches which are related to my study.

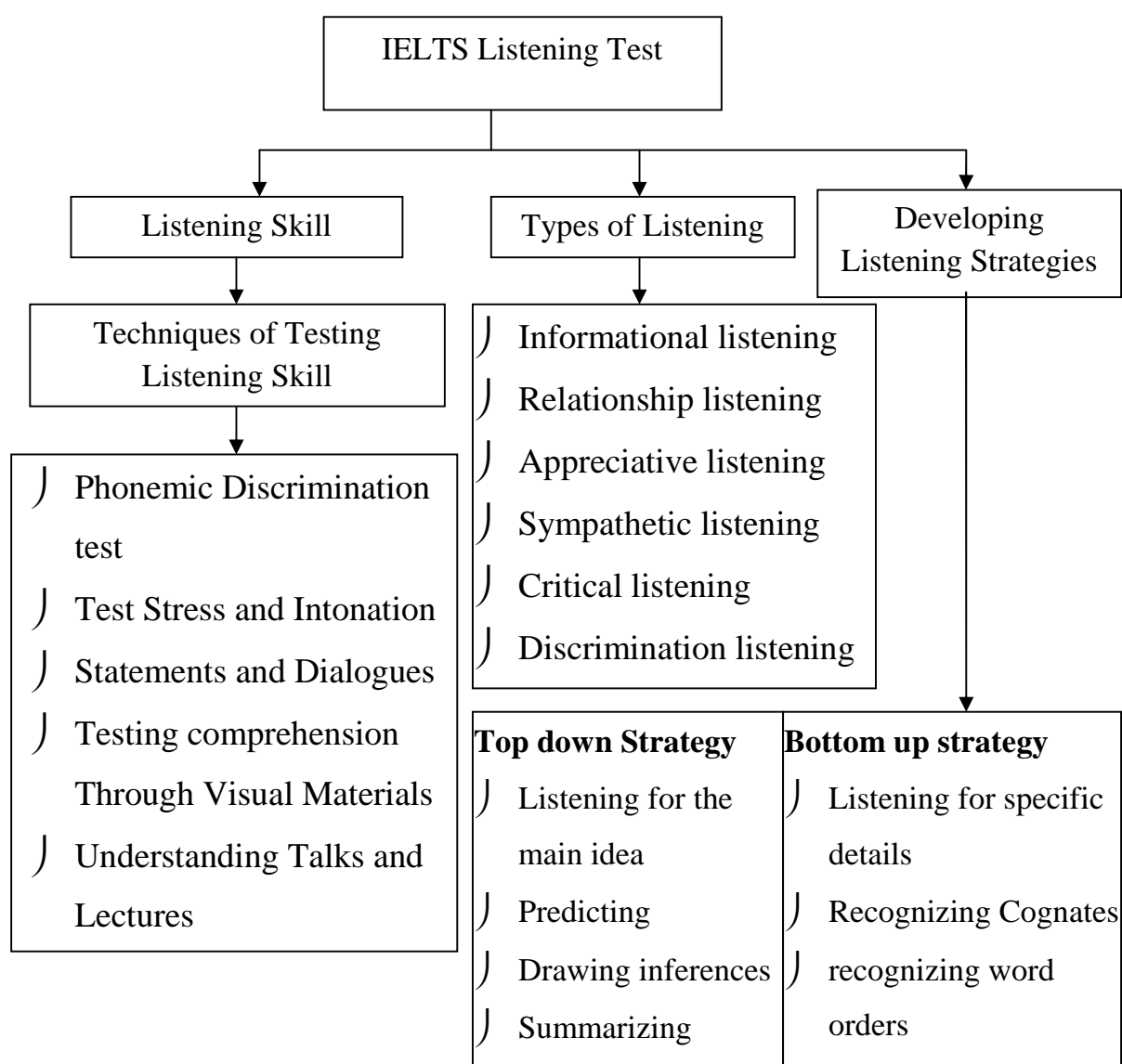
The above mentioned studies are related to find out the listening strategies of IELTS. To be specific, from Nufai (2012) helped me to know about the strategies of listening process and methodological tool which were very beneficial to my work and also helpful in create the conceptual framework. Similarly, Prasain (2007) seemed relevant to me to conduct a survey research on listening proficiency. After reviewing all those research work, I got many ideas about the research process and methodological tools which were very beneficial to my research work. Similarly, from Itani’s (2012) and Chapagain’s (2001) work, I got many ideas about listening proficiency and I updated myself. The reviewed literature has many implications to my research work regarding the design of the study, sampling procedure, data collection tools analysis and interpretation of data.

This all research works have been carried out with different objectives, methodology and research questions. So, after reviewing all these research

works, I updated myself with research process and methodological tools which are very beneficial to my present research work. Thus, the review of literature helped me to make my task more informative and reliable.

## Conceptual Framework

Conceptual framework is the guideline of the research which determines the nature and quality of the research. Based on theoretical and empirical literature review, I have developed the following conceptual framework:



## **Chapter III**

### **Methodology**

This methodological part consists design and method of the study, population, sample and sampling procedure, study area, data collection tools and techniques, data collection procedure and data analysis and interpretation procedures of the study.

#### **Design of the Study**

I had used survey research to accomplish my study. To find out the strategies applied by IELTS candidates in listening skills, I had followed survey research to collect the data and quantitative research design as well to analyze the collected data. For this, I had visited the determined areas to find out the existing data. Here, survey design was selected to address the large population by selecting sample population, which was representative of the study population as a whole. Population of the whole sampling was doing to obtain practicability of the study.

According to Cohen and Manion (1985, as cited in Nunan, 2010, p. 140):

Surveys are the most commonly used descriptive method in educational research, and vary in scope from large scale governmental investigations to small-scale studies carried out by single researcher. The purpose of survey is generally to obtain a snapshot of condition, attitudes, and/ or events at a single point of time.

Nunan (1992, p. 141) suggests the following eight- step procedures of survey research:

Step 1: Define objectives

) What do we want to find out?

Step 2: Identify target population	)	How do we want to know about?
Step 3: Literature review	)	What have others said/ discovered about the issues?
Step 4: Determine sample	)	How many subjects should we survey and how we will identify this?
Step 5: Identify survey instruments	)	How will the data be collected: Questionnaire/ Interview?
Step 6: Design survey procedure	)	How will the data actually be carried out?
Step 7: identifying analytical procedure	)	How will the data be assembled and analyzed?
Step 8: Determine reporting procedure	)	How will results be written up and presented?

Survey research is mainly carried out to find out people's attitudes, opinions and specified behaviors on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, I choose survey design in my study.

### **Population, Sample and Sampling Procedure**

The population consisted of those students who were preparing IELTS in different (four) consultancies in Kathmandu valley. Forty students were selected from different consultancies through the use of purposive non-random sampling procedure.

### **Study Area/ Field**

The area of this study was Kathmandu valley and the field of it is concerned with the strategies applied by IELTS candidates in listening skills.

## **Data Collection Tools and Techniques**

The main tools for data collection were questionnaire and test items. This tool was effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objectives of the study.

## **Sources of Data**

I had used both primary and secondary sources of data. The primary sources had been used for collecting data and the secondary sources had been used to facilitate the study.

**Primary Sources of Data.** The primary data was taken from the students who were studying IELTS in Kathmandu valley.

**Secondary Sources of Data.** The secondary data was taken from the IELTS textbooks, journals, websites and materials available in the internet to the present research.

## **Data Collection Procedures**

For the authentic data after the completion of prerequisites, I visited different consultancies and developed rapport with the manager of the consultancy and explain about the purpose of my visit. I talked to the concerned authority and asked for permission to employ my questionnaire to the students. I clarified about the questionnaire and tell the students to fill up and returned back. Finally, I collected the questionnaire and thank them for assistance.

## **Data Analysis and Interpretation Procedure**

Most of the survey researches are quantitative in nature. Being a survey research, it has the characteristics of quantitative analysis. After collecting the raw data, I analyzed it systematically and I analyzed it descriptively also.



## **Ethical Consideration**

This part is taken as valuable part in any research because to address the original sources, a researcher should maintain every ethical issue in his/ her research. Every research should be aware about the ethical considerations while conducting any research studies. I was conscious and respectful regarding my respondents' privacy in terms of their personalities, weaknesses and professional ethics. I analyzed the data objectively. I gave attention on accuracy and truthfulness of data in my study. I did not cite the data from the books, articles, journals and research works without referencing them. I was aware about plagiarism. I did not reveal any participants.

## Chapter IV

### Result and Discussion

Mainly this chapter is concerned with the results and discussions of the collected data. The collected data from the informants were discussed to find out the strategies used by IELTS candidates in listening skills. The data were collected from the informants were based on the sets of test and questionnaire. The questions were constructed being based on the objectives of the study. I used purposive non- random sampling procedure to select four different institutions of Kathmandu valley, and then I selected ten students from each institution. The tests and questionnaire also contained a list of the possible learning techniques with slight information about each of them practiced by students. The results and discussion carried out in this chapter has been made as accurate as possible with a view to making the study more objectives.

#### **Analysis and Interpretation of Data**

The analysis means to study or examine something carefully in a methodological way. Similarly, interpretation was the act of explaining, reframing, or otherwise showing researcher understanding of results. This research entitled “Strategies Applied by IELTS Candidates in Listening Skills” was mainly depended upon the research objectives what types of listening strategies employed by IELTS candidates while listening. Here obtained data were analyzed and interpretation had been made on the basis of analysis.

**Analysis of Challenging Areas of Listening.** Listening strategies used by IELTS candidates in listening skills, I found some challenging areas of listening. The challenges are mentioned in the given table:

**Table 1**

**Challenging Areas to the Students**

<b>S.N.</b>	<b>Areas</b>	<b>No. of Students</b>	<b>Percentage</b>
1.	Unfamiliar Topics	4	10%
2.	Speed of Speech	11	27.5%
3.	Pronunciations	14	35%
4.	Time Management	11	27.5%

Table 1 shows the challenges faced by students during listening test. it shows that 10% of students faced the problems in unfamiliar topics. Similarly, 27.5% of student found difficulty in speed of speech and time management. Likewise, 35% of student faced problems in pronunciation. From this data, it can be generalized that most of the students faced difficulties in pronunciation on listening test. Because of high speed of speech and time management they felt difficulty in listening and most of the students (35%) felt that the most challenging areas is pronunciation.

**Analysis of Students Experiences in IELTS.** Analyzing the test score of students experience in IELTS, I mentioned it in the given table:

**Table 2**

**Analysis of their Experiences in IELTS**

<b>S.N.</b>	<b>Areas</b>	<b>No. of Students</b>	<b>Percentage</b>
1.	Normal	6	15%
2.	Easy	8	20%
3.	Difficult	16	40%
4.	Very hard	10	25%

Table 2 indicates the students experience in IELTS class. It shows that 15% student felt normal, 20% student felt easy. Similarly, 40% student felt

difficult and 25% student felt very hard. This result shows that, student felt it is not an easy task because it is difficult for them. Many students responded that they felt difficulty in IELTS class.

**Analysis of Students' Easy Section in IELTS.** The respondents have given the following responses which are tabulated below:

**Table 3**

**Easy Section for the Students**

<b>S.N.</b>	<b>Areas</b>	<b>No. of Students</b>	<b>Percentage</b>
1.	Listening	14	35%
2.	Speaking	11	27.5%
3.	Reading	7	17.5%
4.	Writing	8	20%

Table 3 shows the easy section for students. It shows that 35% students felt easy in listening section. Similarly, 27.5% students felt easy in speaking section, 17.5% felt easy in reading section and 20% students felt easy in writing section. From this data, it can be inferred that the student felt easy in speaking and reading section whereas most students faced difficulties in listening section so, they should give more time and focus in listening section.

**Analysis of Difficulties in Listening Test.** The respondents' views on the difficulties in listening test are presented in the table 4:

**Table 4**

**Difficulties in Listening Test**

<b>S.N.</b>	<b>Areas</b>	<b>No. of Students</b>	<b>Percentage</b>
1.	Lectures	12	30%
2.	Class discussion	12	30%
3.	Conversation	16	40%

Table 4 indicates the difficult part which student face in listening. It shows that 30% of students felt difficult in lecture section and class discussion, whereas 40% student felt difficult in conversation. From this, it can be inferred that student felt problems and difficulties in conversation. It indicates that in IELTS listening section students are not good in conversation part.

**Analysis of Strategies Applied in IELTS Test.** The analysis of students strategies applied in IELTS test are tabulated and presented below:

**Table 5**

**Strategies Applied in IELTS Tests**

<b>S.N.</b>	<b>Areas</b>	<b>No. of Students</b>	<b>Percentage</b>
1.	Listen word by word	12	30%
2.	Listen for detail information	14	35%
3.	Focus on new words	14	35%
4.	Others	-	-

Table 5 shows the strategies applied by students in IELTS tests. It shows that 30% of student listens word by word. Similarly, 35 % of student listens for detailed information and they focus on new words. It can be generalized that the most of the students focus on new words and they listen for detailed information. Thus, the overall analysis of strategies applied by IELTS

candidates in listening skill is not good. Many students feel difficulty in each section.

### **Analysis of the Responses from Open Ended Questions**

Besides the test items, I also asked them to fill some open-ended questions to the students during the data collection. I asked them different questions about what types of problems they faced during listening test, which section they feel difficult to understand and so on. So, the responses given by the students to these questions have been analyzed in the form of item analysis.

**Problems Faced by the Students during Listening Test.** Students can have different difficulties in order to solve the problems given to them. Regarding the difficulties in listening test, I asked them a question:

Question no. 1. *What types of problems did you face during listening test? And do you think audio-visual materials can be a good tool in developing listening proficiency?* In response to this item,

*S1: Time management is a major problem for me and sometimes the pace of lecture causes me difficulty to understand. Yes, they can be very beneficial. If we use them continuously and daily such as if we watch English movies, BBC, they enhance our listening proficiency.*

**My View:** *Test of IELTS or in any discipline time management is the biggest challenge for any test taker. The test authority throws a curveball at students and wanted to test their ability. In IELTS listening test, audios are played a time only, due to the cause of audio pace, tone, intonation, juncture, tempo and accent students get problem to understand the ideas of what the speaker wants to convey their message. This is the main issue for the test taker in listening section of IELTS. In similar vein, to overcome this problems students start watching English TV series, Movies. Listen to lectures in English on Youtube, Watch CNN news.*

*S2: During listening test in classroom discussion section and time management is very difficult for me. I never scored good marks in listening section. I feel difficulty in pronunciation too. Yes, of course, audio-visual materials are very useful for me. I use them daily such as listening English news, IELTS materials in YouTube.*

**My View:** *Students need more organized, keeping a watch and marking, what needs to be done and by when, and getting started on the practice tests as soon as fast, rather than putting it off. If they are involved in practicing the listening test it definitely enhance their listening skill better. It also means being more disciplined and making maximum productive use of the time. Different audio visual resources are found in internet like: BBC news, CNN, Al Jazeera and IELTS materials, these resources will make students more familiar with different accents.*

*S3: Time management, high speed of audio tape and confusion of pronunciation was my problems during listening test. Yes, audio-visual materials is very beneficial.*

**My View:** *Almost all students face the problem of time management during IELTS test to overcome with this problem student engage themselves in practicing with different listening resources. Likewise, understanding an inner circle English speakers' tone can be a challenge for the outer and expanding circle English speakers. English pronunciation is complex. There are over 20 different vowel sounds and they can difficult to tell apart. It gets harder to acknowledge with fast speech for the students of IELTS. Two words may differ by a single sound but have a very different meaning (minimal pairs). Native speakers have speech patterns that is hard to understand for the learners. It's different from textbook or written English and of course, using resources of English audio visual are beneficial for the test of IELTS and good tool in developing listening proficiency.*

S4: *I feel problems in unfamiliar topics and fast pronunciation while listening the audio tape. Obviously, audio-materials can be very good and effective tool in developing listening skill.*

**My View:** *The IELTS Listening test will feature a range of accents to reflect the international nature of English. Candidates in the IELTS test hear a variety of accents, from regional British accents to North American and Southern Hemisphere accents such as Australian and South African English some times in fast pace. It makes difficult to understand the speaker conveyed message. Similarly, there are four section in IELTS listening module. In the first section there is a conversation between two speakers. Similarly, the second section is a monologue. It is set in an everyday social context. In the same vein, section three is a conversation between up to four people and the final one is another monologue. Their complexity is progressively increased in each section. In this way sometimes students have to face the unfamiliar topic and it causes to students understanding level lower and difficulty in IELTS listening test. It's vital that practice listening skills regularly and strategically with the help of audio visual resources to score high.*

On the basis of the above points, it has been concluded that the main problems at the time of listening test were pronunciation, managing time in answering, pace of speech, difficulty to deal with unfamiliar topics, feeling of being afraid and so on.

#### **Student's Views on the Best Way to Develop Listening Proficiency. I**

asked them to suggest some ways to develop listening proficiency and the responses given by them have been summarized in the form of points below:

- i. Listen carefully the instruction
- ii. Watching English movie
- iii. Listening BBC news
- iv. Focus on practice



- v. More concentration on test

From the responses given below, the students provided the suggestions to develop listening proficiency as focusing upon the practice, watching English movie, listening news and so on.

**Strategies Applied in the Listening Tests.** The students may use various strategies for developing a good proficiency in listening test. After analyzing the views expressed by them, the following responses were provided by the informants:

- i. By listening recorded tape
- ii. By going to online resources
- iii. By focus on listen for detailed information
- iv. By listening English songs

The above points present the students applied the strategies like listening recorded tape, listening English songs and online resources made them easy in IELTS tests.

## **Results**

The major concern of this study was to identify the listening proficiency of the IELTS candidates. The data were tabulated on the basis of various variables according to the objectives. The findings of the study based on the analysis and interpretations of the data. This section is the focal point of the research report which deals with analysis and interpretation of the data obtained by primary source and which consists all the main aspects of research study. The collected data were analyzed and interpreted taking the objectives of the study into consideration.

The research was carried to find out the strategies applied by IELTS candidates in listening skills. The researcher made questionnaire and test tools

as research tools to collect the primary data. She selected forty students of different institutions 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. On the basis of the analysis and interpretation, the findings of this study are as follows:

- i. It was found that 10% students faced the problems in unfamiliar topics, 27.5% students found difficulty in time management and 35% students faced problems in pronunciation.
- ii. Almost all of the students used YouTube for their better improvement in listening. They used audio video materials, listened English news etc.
- iii. Nearly 40 percent students felt that IELTS test is difficult.
- iv. Students felt problems and difficulties (40%) in conversation.
- v. It was found that 35% students focused on new words and they listened for detail information in IELTS test.
- vi. 35% students felt easy in listening section whereas they felt difficult in speaking section (17.5%).
- vii. Almost all of the students agreed that YouTube enhances and motivates them. They found many learning materials from YouTube and that was very beneficial for them.
- viii. Most of the students faced the problem of time management during the test and the speed of the speech also major problem while listening the text.

## **Chapter V**

### **Conclusion and Implication**

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

#### **Conclusion**

The present research work entitled as “Strategies Applied by IELTS Candidates in listening Skills” is an attempt to find out the strategies used by IELTS pupils and to suggest some challenges faced by IELTS test-takers. The researcher selected forty students of four different institutions of Kathmandu valley, to whom were providing IELTS course. This thesis consists of five chapters.

An analysis of literature was provided, mainly focused on discussion of the listening comprehension strategies, listening proficiency, problem faced by the students while in IELTS listening test. Questionnaire was to use as a measuring tool to gathering students' opinions about general issues surrounding listening test. The study focused on what strategies were applied to improve their listening skill in International English Language Testing System by students themselves.

There were several issues during listening test for students regarding better understand of what the audio speaks. The problems involved like tone, intonation, juncture, pitch, differentiate between minimal pare, pace of audio etc. not only these factors, but also time management was also a great burden for IELTS test - takers. Allocated 30 minutes was not enough for the 4 sections in listening test of IELTS for the students to complete their given task.

In order to help the students make better their listening skill, especially in IELTS listening test, student must have familiar with different accent of English language, if they have conscious knowledge about prosodic features at word and sentence level of English, it helps to listening comprehension of IELTS examinees. Maximum attention should be paid by the students while engaging in listening test of IELTS to better know about the speech rate, accent, tone, intonation etc. Likewise, beside different approaches to improve listening skill of IELTS, audio video materials can be one of the relevant reference resources to maximize the understanding level at the audio of IELTS listening test. On the other hand, improve listening skill of IELTS, it is mandatory to continuous study English, practicing English pronunciation of letter and numbers in various accents by using different resources in the same way, practicing mock tests, involve on online mock test, online listening exercises can also helpful for upgrading listening skill as well. Similarly, listening to everyday exchanges ideas between people or more than that, either in person or on video, can assists students a great deal about listening skill.

At last, it is expected that this research may offer IELTS test-takers some implications on how to make improvements in terms of IELTS listening test and may also shed some new lights for students who are involve in classroom listening too.

## **Implication**

This section deals with the recommendation given for the education/pedagogical implications and further study. Based on the findings and conclusions, I would like to provide the following points of recommendation for the policy related, practice related and the further researcher related level of application.

**Policy Related.** Policy is protocol or principle to guide and achieve rational outcomes. It is a statement of intent and is implemented as a procedure

or protocol. The main implications at this level are as follows:

- i. By using the result of the study, from the school level the policy makers should focus on listening section.
- ii. It can be significantly applicable for creating plans to conduct new forms of test items to test students' listening proficiency.
- iii. Additional listening class should be included along with textbook. By this students can have more chances for practicing.
- iv. Extra English listening practice periods should be made available to make English environment and to develop the students' proficiency.

**Practice Related.** From the findings of this study, I include some recommendation related to practice level.

- i. The students should focus on all skills required to have good proficiency in listening comprehension.
- ii. The difficulties faced by the students in listening skill. So, teacher should facilitate the learners to overcome those difficulties.
- iii. It is deemed important that teachers explicitly explain why the strategy should be learned and used.
- iv. As the findings 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.

**Further Research Related.** Some of the related field and area suggest the researcher as follow:

- i. The study demonstrated what techniques students used and what types of difficulty they encountered during listening.
- ii. It suggests new research areas which are left to be investigated.
- iii. This research provides a valuable secondary source for the researchers.
- iv. This research is delimited to the study of strategies applied by IELTS candidates in listening. Similarly, in others areas can be investigated.

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# Appendix I

## Participant Consent Form

Supervisor

Dr. Purna Bahadur Kadel, Professor

"Strategies Applied by IELTS Candidates in Listening Skills"

I ..... agree to take part in this research study. In giving my consent, I state that:

1. I understand the purpose of the study, what I will be asked to do, and risks/ benefits involved.
2. I have read the Participation Information Statement and have been able to discuss my involvement in the study with the researcher if I wished to do so.
3. I have got answers to any questions that I had about the study and I am happy with the answers.
4. I understand that my participation is completely voluntary.
5. I understand that I can withdraw from this study at any time before I submit the response to the given questionnaire.
6. I understand that personal information about me that is collected over the course of this study will be limited to this use or other research related usages as authorized by Tribhuvan University.
7. I understand that personal information about me that is collected over the course of this study will be kept more confidential in the secure position of the researcher.
8. I understand that the data I will provide will not be used to evaluate my performance anyway.
9. I understand that personal information about me will not only be told to others with my permission, except as required by law.
10. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

**Completing questionnaires**

**Yes**

**No**

**Name:** .....

**Signature:** .....

## **Appendix II**

This questionnaire is a research tool for gathering information for my research study entitled “Strategies Applied by IELTS Candidates in Listening Skills” under the supervision of Dr. Purna Bahadur Kadel, Reader and Head Department of English Education, T.U., Kritipur. Your cooperation in completion of this test will be of great value to me. I am interested in your personal answers. Please feel free to put your responses required by the test. I answer you that the responses made by you will be exclusively used only for the research.

Researcher  
Laxmi Adhikari