

**PERCEPTION OF SECONDARY LEVEL ENGLISH LANGUAGE
TEACHERS ON TESTING LISTENING SKILL**

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

**Submitted by
Chhap Bahadur Rayamajhi**

**Tribhuvan University
Faculty of Education
Kirtipur, Kathmandu, Nepal**

2016

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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 the candidature of research to any university.

Date: 17 September 2016

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Chhap Bahadur Rayamajhi** has prepared this thesis entitled “**Perception of Secondary Level English Teachers' on Testing Listening Skill**” under my guidance and supervision.

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DEDICATION

Dedicated

to

My parents!

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Date: 15 September 2016

Chhap Bahadur Rayamajhi

ABSTRACT

The present thesis entitled ‘**Perception of Secondary Level English Teachers on Testing Listening Skill**’ aimed to find out the perception of secondary level teachers on testing listening skill. The data were collected using the questionnaire to the secondary level English language teachers. The sample size consists of 30 teachers from 30 government aided schools of Kathmandu district. This study shows that the majority of the teachers were found having good theoretical insights on testing listening skill in the secondary classes. However, they do not test listening on a regular basis as equal to testing reading and writing. The highest number of teachers (50%) perceived that testing listening includes teaching as a basic skill and 26% of teachers perceived that it was tested satisfactorily.

This thesis is divided into five chapters and other sub-chapters. The **first chapter** deals with the general background, statement of the problem, research questions, objectives of the study, significance of the study, delimitations of the study and operational definitions of the key terms. The **second chapter** deals with the review of theoretical literature, empirical review of the related literature, implications of review and conceptual framework. Similarly, the **third chapter** explains research methods and procedures of the study. It incorporates design of the study, population and sample, data collection tools, data collection procedures and data analysis and interpretation procedures in detail. The **fourth chapter** deals with results and discussion. The collected data are presented in this chapter. On the basis of analyzed data, summary, conclusion and implications have been made in the **fifth chapter**. References and appendices have been presented in the final part of this thesis.

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LIST OF SYMBOLS AND ABBREVIATIONS

CD	: Compact Disc
CDC	: Curriculum Development Center
CLT	: Communicative Language Teaching
Dr	: Doctor
EFL	: English as Foreign Language
ELT	: English Language Teaching
ESL	: English as Second Language
etc.	: et cetera
Fig.	: Figure
FoE	: Faculty of Education
ibid.	: ibidem (Latin), in the same book or piece of writing
i.e.	: id est (Latin), that is
L1	: First Language
L2	: Second language
M. Ed.	: Master's in Education
TPD	: Teachers' Professional Development
TPS	: Think Pair and Share
Prof.	: Professor
T.U.	: Tribhuvan University
T. V.	: Television
WWW	: World Wide Web

CHAPTER ONE

INTRODUCTION

This study “Perception of Secondary Level English Language Teachers on Testing Listening Skill” provides secondary level teachers' views on testing listening skill in the secondary level ESL classes. This chapter begins with the general background. It also incorporates statement of the problem, research questions, research objectives, rationale for the study, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Language is a means of communication. It is used to express feelings, emotions, desires, ideas and experiences so on. In fact, all the people in the world speak at least one language. Normally, the first language that the human beings speak is their mother tongue.

Different linguists have defined language differently. Crystal (1994, p. 212) defines language as ‘the systematic, conventional use of sound, signs, or written symbols in a human society for communication and self expression’. That is to say, language is systematic use of speech for communication. It is always learned in a real situation. So, we learn it in the natural situation.

Language is a primary means of communication; it is taught and learned everywhere. English is widely spoken all over the world. Therefore, English language teaching (ELT) has become a common term for all the teachers worldwide. Language has four skills, viz. listening, speaking, reading and writing. The former two skills are learned as primary language skills, whereas the latter ones are regarded as secondary language skills. Among them, listening and reading are receptive skills, while speaking and writing are productive skills. In real life situation, we use language to exchange our feelings and ideas. It is used in communication. While communicating,

interlocutors first listen, and then speak. Without listening, speaking may not be possible and feasible as well. That is the reason why listening is pre-requisite to other skills.

There are four language skills, and listening is one of them. Listening is an active process of perceiving sounds and constructing a message from a stream of sounds. It is the ability to identify and understand what others are saying.

Listening is the primary language skill. First we listen, and then we begin to speak. The researches show that congenitally deaf children are not able to acquire language though they are exposed to language for a long time.

Therefore, listening is the most important skill of all. The primary purpose of language teaching is to develop communicative competence in the learners. For the development of communicative competence in the learners, listening skill is also equally important including other ones. One of the principles of language teaching is: listening can be developed through listening; speaking can be developed through speaking; and so forth. So, we can develop listening skill in students through teaching listening.

Thus, listening is the fundamental language skill, and it is pre-requisite for developing other skills. That is why, teaching listening is crucial in language teaching.

1.2 Statement of the Problem

The importance of listening in language learning has been increasing in the present years. In the past it is used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice (Hedge, 2010). However, it is quite surprising that testing listening is neglected in schools. But, it is impossible to acquire other skills without listening since it is the basic skill of language acquisition.

There are multiple reasons –for example –for developing basic skill of language learning, developing or supporting other language skills, making

students aware to receive proper message from others and so on for testing listening. Thus, the teachers need to focus on testing listening. It should develop the ability to understand and contribute to communication. Likewise, students have to develop effective listening strategies that will enable them to learn another language. However, it seems neglected in schools. The English teachers do not test listening separately because listening does not have main role in the main-stream testing. But, no production will be possible without good perception since listening is a basic receptive skill. Due to the varied perception and practices heard and discussed, the researcher became motivated to carry out a research in this area.

1.3 Research Objectives

The research objectives of this study were as follows:

- i. To find out the perception of secondary level English teachers on testing listening skill.
- ii. To find out difficulties faced by the secondary level English teachers while testing listening skill.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions:

- i. What are the perceptions of secondary level English language teachers on testing listening skill?
- ii. What are the difficulties faced by the secondary level English teachers while testing listening?

1.5 Significance of the Study

It is essential to make all the concerned people aware of the importance of teaching listening. This study will shed light on the different techniques and activities of teaching listening used by the secondary level English teachers. Moreover, it will find out how English teachers test listening skill in the secondary level. It will also be useful study to find out the role of teaching and testing listening skill for learning other skills. Thus, this study will also be a helpful for the teachers to make use of their theoretical knowledge in testing listening. Furthermore, the research findings will be guidelines for syllabus designers, materials writers and other ELT experts to devise appropriate listening materials.

1.6 Delimitations of the Study

The study will had the following delimitations:

- i. The study was delimited to the government aided schools of Kathmandu district.
- ii. The study was limited only 30 secondary level English teachers.
- iii. The questionnaire for teachers was the only tool used to collect data.

1.7 Operational Definitions of the Key Terms

Listening skill: Listening skill refers to the basic skill of developing language. It is a receptive skill of language development. In this research listening skill refers to the listening skill of the secondary level students in English.

Interaction: Interaction refers to oral discussion to be taken in the classroom among students and teachers. In this research interaction refers to the discussion between the students and teachers, and among the students.

Context: Here, context refers to the learning situation while testing listening. In this research context indicates the learning context in school. Similarly, it also represents the listening context for students in the school.

Testing: Here, testing refers to one of the ways of evaluating listening skill in the secondary level. In this research testing symbolizes testing of listening skill in secondary level.

Teaching: Here, teaching refers to teaching listening skill in the secondary level. In this research teaching indicates teaching English in Secondary level in Government schools.

Secondary level: In this research secondary level refers to Class 9 and 10.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical literature, review of empirical literature, implications of the review and conceptual frame work of the study. It incorporates the theories in literature and their implications in ELT. It explains the role of listening skill in the classroom teaching and its inherent need for the students. Testing listening skill and its administering procedures have been incorporated in this unit.

2.1 Review of Theoretical Literature

Listening is the most frequently used skill in English language. It plays a significant role in daily communication and educational process. In spite of its importance, listening ability development has received only slight care in language teaching in the context of Nepal. In many remote villages, teachers do not focus on teaching and testing listening skill.

2.1.1 Teaching Listening

Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989, p. 1). It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to the students.

In order to teach listening comprehension effectively, the teacher should be clear about the skill to be developed in the students. According to Rivers (1978, p. 142), before the teacher can devise a sequence of activities which will train students in listening comprehension, he must understand the nature of the skill he is setting out to develop. Field in Richards & Renandya (2010, pp. 242-247)

examines a commonly used format for the teaching of listening, one which involves three stages in a listening activity: pre-listening, listening and post-listening.

Listening skill is one of the most important language skills, for it exists prior to other language skills. Language exposure to learners acts as a form of ear training. Therefore, the teacher should provide the learners with adequate exposure to English. Without listening, learners cannot learn language. Thus, teaching listening should be done on the regular basis in the classroom.

In order to teach listening properly and effectively, appropriate approaches should be used. Without employing the appropriate approach, listening skills cannot be taught well. For the development of appropriate approaches to teaching listening skills, it is essential to understand the nature of listening. In this regard, Nunan in Richards and Renandya (2010) mentions two types of models: the bottom-up and the top-down processing models. The bottom-up processing model asserts that listening is a process of understanding meaning from phonemes to complete texts. The top down processing model, on the other hand, views that listening is the process of understanding meaning on the basis of the listener's shared or prior knowledge. In this way, these models are to be taken into account while teaching listening.

Thus, listening skill should be taught properly to the students at school. Instead of leaving it to be developed as part of a pupil's general education training, it is to be taught explicitly to them. Students spend half of the classroom time listening, so it should be developed properly. In this context, Hron (1985, as cited in Rost, 1994, p. 118) suggests that listening should be developed in all school children since it is a vital means of learning that may be as important as reading. Thus, teaching listening should be done developing the listening abilities of the students.

2.1.2 Listening Comprehension

Comprehension refers to the process by which a person understands the meaning of an utterance. Listening comprehension refers to the mental process of extracting meaning from a stream of sounds or utterances. Simply, it is the construction of meaning or message from sounds. Broadly speaking, listening comprehension subsumes the process of identifying words, building information and utilizing the information. Thus, listening comprehension is the process of decoding the message or meaning of an utterance.

Listening comprehension checks the comprehension level of the students in listening. Teaching listening enables the students to face challenges dealing with real life situation. The speakers usually speak fairly quickly, spontaneously and naturally in real life situations. Therefore, the listeners should be attentive to grasp the ideas within limited time frame. For this, students are to be exposed to the authentic texts so that their comprehension level can be improved.

2.1.3 Listening Skills

Teaching listening is not a single skill. It is the integration of several skills. Listening basically involves two sub- skills: listening perception and listening comprehension. The former involves the recognition and discrimination of minimal segmental sound units, their combinations, rhythm, stress, intonation, etc. The latter, on the other hand, involves understanding the meaning of an utterance. Different scholars have mentioned different listening skills. These skills should be taken into account by the teachers while teaching listening.

According to Harmer (2008, p. 135) listening skill incorporates the following skills:

- i. Recognizing paralinguistic clues in the text
- ii. Extracting specific information from the text

iii. Getting the general idea of the text.

Regarding the components of listening, Rost (1994, p. 142) presents the following components in detail:

- Discriminating between sounds
- Recognizing words
- Identifying stressed words and grouping of words
- Identifying functions in a conversation
- Connecting linguistic cues to paralinguistic cues
- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words, topics and ideas
- Giving appropriate feedback to the speaker
- Reformulating what the speaker has said.

Thus, listening is essential skill of language acquisition. While listening, the listener should be active enough to discriminate different sounds and their contextual use. The learners must be quiet sound in receiving sounds.

2.1.4 Listening Activities

Different activities can be exploited for teaching listening. The activities vary in accordance with the age, level, background of the students, purpose of listening and so forth. We can use several activities for teaching listening comprehension. Ur (2010, pp. 47-148) mentions a number of different kinds of listening for comprehension exercises, ranging from very “passive ones to very active ones”. They are given as below:

- Listening and making no response
- Listening and making short responses

- Listening and making longer responses
- Listening as a basis for study and discussion.

Following Rivers (1978, pp. 151-157), we can use the following activities in teaching listening:

- Sound and short-phrase discrimination
- Listening to dialogues already learned
- Games involving identification of words and phrases heard
- True-False questions
- Multiple-choice answers to questions given orally
- Questions are supplied beforehand, the student works out the answers as he listens.

There are many activities those should be used in teaching listening skill. The teacher can apply various activities on the basis of the level, age, competency, ability and classroom setting of the students. Rost (1994, p. 144) presents the following listening activities:

- Hearing prominent words
- Hearing pause unit boundaries
- Hearing assimilations, elisions and reductions
- Hearing differences in intonation patterns
- Guessing the meaning of 'weakened words' in an utterance
- Guessing the meaning of unknown words
- Discriminating between two similar words
- Deciding the meaning of unknown words
- Making predictions as we listen
- Filling the missing information, etc.

Thus, these all activities are essential for testing listening skill. The teachers should sound enough to adopt any one of these activities. The students should be made familiar with each activity.

2.1.5 Listening Strategies

Listeners while listening to any text employ a number of strategies. Listeners exploit such strategies to comprehend the listening text well. Several researches have also found that people who are successful in listening to a foreign language tend to use several general strategies. Lynch (2007, p. 16) calls such strategies as macro-strategies. Listeners employ such strategies to help themselves before, during and after listening.

They are described as below:

- **Predicting:** Thinking about the possible content of the lecture before listening.
- **Monitoring:** Noticing your problem as you listen and identifying areas of uncertainty.
- **Responding:** Giving your own opinion on the ideas presented by the lecturer.
- **Clarifying:** Preparing questions that you can ask the lecturer so as to get a clearer understanding.
- **Inferencing:** Making hypotheses when you are not sure of something, such as the meaning of an unfamiliar word or expression.
- **Evaluating:** Assessing how well you have understood the lecture.

In this way, listening is an essential activity for language teaching. The teacher should be more active enough to make the learners able to listen and do activities. There must be the application of number of activities to be applied while testing listening.

2.1.6 Materials for Teaching Listening

Listening skill cannot be taught without using materials. In order to make the teaching listening interesting, lively, and student-centered, different sorts of materials should be used. Since students learn from what they listen, the listening materials need to be a model for them. For this purpose, authentic materials should be exploited in teaching listening. Thus, the teachers should be clear about authentic and non- authentic materials prior to teaching listening.

Generally speaking, the material which is prepared for the purpose of teaching is called non-authentic material whereas the material prepared for some other purposes but can be used for teaching listening as well is called authentic material. In this context, Forman (1986, as cited in Underwood, 1989, pp. 98-99) made the strictest distinction between ‘authentic’ and ‘non-authentic’:

Any text is ‘authentic’ if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use. A text purporting to be a radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it was produced for some other purpose, e.g.as an imitation of a radio news bulletin for purposes of language teaching.

In this way, both the types of materials should be used while teaching listening. If the non-authentic materials are used only, students may not be familiar with the types of listening they hear in the real-life situations.

2.1.6.1 Types of Listening Materials

Broadly speaking, two types of materials may be used in teaching listening: live materials and recorded materials. If a teacher uses his/her own voice as the listening material, it is called live material and if the teacher uses the material produced by others, it is called recorded material such as cassette, CD, etc. The

actual speech of the teacher, students and other people is known as live materials. Live T.V. or radio programmes can be exploited as the live materials as well. They are generally natural. Recorded materials, on the other hand, are the materials recorded in the audio or video tapes. Audio-visual or only audio tapes can be used. In this context, Cross (1992, pp. 250-251) has classified the recorded material for listening on the basis of its content. He has categorized recorded texts under authentic, scripted and semi-scripted texts. They can be described as below:

- **Authentic Texts:** These are recordings made from the radio, live recordings made in the street or market place, unedited and unscripted talks or discussions by native speakers, and so on.
- **Scripted Texts:** These are recordings of fluent speakers reading exactly what is on a page, but trying to sound spontaneous. Published textbook and support materials are of this sort. They are not at all representative of the ways in which people really speak to each other, but they can be very useful, even so.
- **Semi- scripted Texts:** These are a useful compromise for teachers who want to exercise some control but who, even so, want a class to hear more or less authentic forms. The speakers are given guidelines but they are free to express these ideas in their own ways.

So, any kind of audio material can be used in the class for testing listening skill. The teacher should select authentic and reliable materials. Moreover, those selected materials should develop listening skill of the learners.

2.1.6.2 Criteria for the Selection of Listening Materials

While selecting the listening materials (i.e. recorded materials), certain criteria are to be followed. All the types of materials available in the market may not be suitable and appropriate for the students. Even within the same class, different types of materials may be used in accordance with the level of the students.

Therefore, the teacher has to adopt certain criteria while selecting those materials. If possible and feasible, the teachers can prepare the materials themselves. In this context, Underwood (1989, pp. 102-107) talks about following criteria:

- **Language:** While selecting the materials, the language should be considered. The materials should have the purpose of teaching language. Similarly, the language of the material itself should be appropriate.
- **Length:** The materials of appropriate length should be selected. Generally, too short and too long materials are not considered as good ones.
- **Content:** All the students cannot comprehend all sorts of texts. Generally, the students want to listen such types of texts which are useful to them. Thus, the content of the materials is to be deemed while selecting them.
- **The Use of Visual Support Materials:** If visual materials are used while teaching listening, teaching listening becomes effective. The visual materials like picture, chart, map, model, etc. are useful. Thus, whether the listening material has such support materials or not should be taken into account.
- **The Style of Delivery:** The style of the speech of the speakers in the listening text influences the listener's comprehension. Thus, the tone, stress, accent, etc. used in the materials should be appropriate in accordance with the learner's level.
- **The Speed of Delivery:** Different people have different speed of speaking. The tempo of speech varies person to person. The speed of the materials is to be appropriate.

- **Spontaneity:** The speech of the materials should be spontaneous. Spontaneous speech is the real one and it is used in real-life situations. In order to make the students familiar with the real-life situations, spontaneity should be considered while selecting listening materials.

In this way, the teacher must be sound to select appropriate listening material for the learners. The teacher must select such materials which should address the level of the learners.

2.1.7 Testing Listening

Listening is one of the crucial language skills. Therefore, like other skills it should be taught and tested properly and regularly. While testing listening, different aspects of language should be tested. These generally encompass grammatical knowledge, discourse knowledge, pragmatic knowledge, sociolinguistic knowledge, etc. In this way, the testers have to test the different aspects of listening skill. Listening perception and listening comprehension skills are to be taken into account while testing listening skills. In this regard, Buck (2010, p. 105) says that test developers would choose the following aspects of language competence which met the requirements of their test.

- Knowledge of the sound system: This involves the relevant aspects of grammatical knowledge, namely phonology, stress and intonation.
- Understanding local linguistic meanings: This involves the overall knowledge of grammar. For example, phonology, stress, intonation, vocabulary, syntax as well as the ability to use that knowledge in real life situations.
- Understanding full linguistic meanings: This includes grammatical knowledge plus discourse knowledge, and calls for the comprehension of longer texts.

- Understanding inferred meanings: This includes grammatical knowledge, discourse knowledge and pragmatic knowledge.
- Communicative listening ability: This includes grammatical knowledge, discourse knowledge, pragmatic knowledge and sociolinguistic knowledge.

Different techniques can be used for testing different aspects of listening. For instance, in order to test the knowledge of the sound system, minimal pairs, recognizing intonation and stress patterns, etc. can be exploited. Similarly, different types of comprehension questions can be adopted to test listening comprehension ability of the students. Buck (2010, pp. 134-147) talks about the following types of comprehension questions:

- **Short-answer questions:** In order to test the comprehension ability of the students short-answer questions can be used. Scoring will become reasonably fast provided that short-answer questions are designed. In order to make marking easy, the items that have unambiguous responses are to be written.
- **Multiple-choice questions:** Multiple choice item with three, four or even five options are in practice. However, constructing these items call for a high-level professional skill. Particularly, while using these items in any high-stakes assessment they should be pre-tested. The options in such items play a crucial role for their effectiveness. That is why, the options should be selected and/or written properly. Wu (1998, as cited in Buck, 2010, p. 143) found that multiple choice items favoured more advanced listeners, and that misinterpretations of the options led to test-takers selecting the wrong options, and conversely, test-takers selecting the correct options for the wrong reasons. Thus, options of such items should be selected with great care.

- **True/false questions:** This type of question is very common and popular. After presenting a text, one or more statements are given, and test-takers have to decide whether each statement is true or false. However, Burger and Doherty (1992, as cited in Buck, 2010, p. 147) claim that these questions are not suitable for listening because listeners normally focus on what is said, not on what is not said.
- **Inference questions:** These questions assess inferencing ability of the testees. These questions go beyond literal meanings. The inference can be about what the speaker means and what the test-developer expects. However, it can be difficult to design such questions, for the answers are not vividly stated in the text. Inference questions can generally address the following sort of information:
 - asking the main idea, or gist of the text;
 - asking about anything which is not clearly stated;
 - asking about any pragmatic implication, or logical entailment, that follows on from what the speaker said;
 - asking the meaning of indirect speech acts.

Listening skill is necessary for a number of purposes in the real life situations: listening to radio; listening to lecture, and so on. Spoken language is much more complex than the written language. Therefore, tests of listening are essential to acquaint learners with the complexities of the oral mode of communication.

2.1.8 Designing Tasks for Testing Listening

There may be different kinds of tasks for testing listening. The ESL teacher should be active enough to test listening. Actually, the procedures of testing should be based on some tasks. In this regard, Meys (2015, p. 3) gives the following tasks of testing listening:

- Use format familiar to the students.

- don't involve other aspects (focus on listening)
- Give context of situation in the rubrics.
- Allow students time to read questions beforehand
- Focus on information in the test and not issues which might be known due to background knowledge.

Thus, the language teachers can adopt different kinds of tasks for testing listening. The varieties of tasks and multiple ways of testing techniques make teaching full of fun and ultimately, learning becomes meaningful. Therefore, secondary level English teachers should be wise enough to design tasks for testing listening.

2.1.9 Listening Skill in Secondary Level English Curriculum

Present English curriculum of secondary level is based on the communicative approach to language teaching. It has incorporated four language skills and language functions in its content. Listening skill is also focused in the curriculum. In the examination, 10% of the total marks is allocated to listening skill. For the development of listening skill in the students, there is the provision of listening lesson in each unit of the textbook. For the purpose of teaching listening, CDC has developed audio cassettes for class nine and ten. The curriculum has mentioned the following objectives of teaching listening:

- Listen to spoken text, understand the gist and retrieve specific information from it.
- Record in note or make summary from the main points of spoken messages.
- Respond appropriately to spoken directions or instructions.

In this regard, the curriculum supports listening skill for developing learners' listening skill. The aim of the curriculum, in relation to listening, is to make learners familiar with the real voice of the target speech.

2.1.10 Teaching and Testing

Teaching and testing has always a whole and part relation. That is, teaching is whole whereas, testing is only a part of it. Actually, listening skill is an important and required skill for every English test and it comes out from the lessons that have been taught. To improve the listening skill, learners should practice listening every day. Listening exercises help to improve listening skills in deed. According to Sharma (2012, p. i) “ Teaching is considered as an art, science or profession.” And, he further says that “ testing is a part of teaching”. However, these two procedures are inherent in language learning.

According to Cross (1992, p. 191) states the interrelationship between teaching and testing, synonymously taken as evaluation, as follows:

Evaluation is as much a part of language teaching as are the materials, syllabus and approach. There should be an evident and harmonious relationship between course objectives and all these curriculum elements. You should avoid tests which exemplify poor teaching procedures. Many of the teaching activities ... are ideal test instruments in themselves. Most of the tests seen now could be used for teaching purposes, too. They are simple to contrive, demand little loss of teaching time and are easily marked. What is more, they can be carried out under quite difficult conditions.

In this respect, teaching and testing are interconnected. These two components cannot be separated since these are the core elements of a curriculum. When teaching takes place, testing comes automatically. That is the reason why, teachers must be able to test students immediately after teaching in order to measure whether the objectives of the lesson have been achieved.

2.1.11 Testing and Learning

Testing and learning are two integral parts of language acquisition. That is to say, testing supports learning, and learning gives a clear way to testing. That is the reason why testing and learning are the two inherent approaches of learning four skills of language. These two procedures depend upon the attitudes of the objectives of testing and learning. In this regard Cross (1992, p. 191) says:

A great value of classroom tests is their effect upon attitudes. You can indicate where your own priorities lie by the tests you give. If classes have nothing but written and formal grammar tests, they will perceive this as a lack of interest on your part in their listening, reading and speaking abilities.

Thus, testing should be goal oriented. The teacher must make learners able to face the test completely because it is wrathful. Moreover any sort of test which does not arouse interest, that does not come out with meaning. That is only waste of time and effort. Simultaneously a test should judge the value of each learner and should be feedback oriented. It should be a part of diagnostic element that can expose the strengths and weaknesses of the tester and testee both. Cross (ibid.), in this regard, says:

Another important aspect is the diagnostic element - the feedback obtained is of value to you and the students. Individuals can identify weaknesses and make efforts to overcome them. You can pin-point deficiencies in the programme and include needed remedial work in the ongoing instruction. Tests can even be used to enhance learning. By giving advance notice of the ground to be covered in a test, you can virtually ensure that the learning is done beforehand.

In fact, testing and learning are unavoidable elements of language learning. Learners need to be tested to measure their level of learning. On the other hand, the test should diagnose their level of competence.

2.2 Review of the Empirical Literature

Listening skill occupies significance scope in language teaching though it is not taken importantly in the context of Nepal. Specially, in Nepal, it is received as the attention of educationists, course designers, methodologists and ELT experts and so on. There have been many studies carried on listening comprehension of a foreign language. However, some studies have been carried out on teaching listening. In Nepal, listening has been incorporated in some recent studies.

Singh (2000) conducted a research on “Testing Listening Comprehension of Grade Eight Students”. It was a comparative study where he compared the listening proficiency level of the students of grade eight from public and private schools. His finding was that the students of private schools were far better than those of public schools in listening comprehension.

Timsina (2000) conducted a research on “The Effectiveness of Recorded Materials over Conventional Techniques in Testing Listening Comprehension”. It was the experimental research carried out in Jhapa district on the students of grade nine. He used two types of materials: live and recorded. He taught and tested experimental group using recorded materials and control group using live materials. They were taught for twenty days. His finding was that the live materials were more effective than the recorded ones.

Acharya (2001) carried out a research entitled “The Effectiveness of Recorded Materials and Live Materials in Testing Listening”. It was comparative study carried out in Kaski district on the students of grade four. It was an experimental research where control group was taught by using live materials, whereas experimental group was taught by using recorded materials. He found

that there was no significant difference between the scores of both control and experimental group. There was almost the same result.

Aryal (2001) conducted a research entitled “A study on Testing Listening Proficiency of Grade Ten Students”. It was carried out in Gorkha district. He wanted to find out whether students performed better in seen text or unseen text. He administered a listening comprehension test using both texts and he found that there was no significant difference in the performance of the students in relation to seen and unseen texts.

Khadka (2002) conducted a research entitled “A Comparative Study of Testing Listening Comprehension between Urban and Rural Students”. The test was administered in four public schools of Nepalganj Municipality and four public schools of rural areas of Kathmandu valley for the purpose of research. The listening comprehension level of the students of urban area outside Kathmandu valley seemed to be poor as they secured 48.86% mark in average, whereas the listening comprehension level of the students of rural areas of Kathmandu valley seemed to be good as they secured 70.5% mark in average. In this way, his finding was that the listening comprehension level of the students of rural areas of Kathmandu valley is better than those of urban areas outside Kathmandu valley.

Rana (2003) carried out a research on “Listening Abilities of the Nepalese Learners of English”. He conducted this research on the students of PCL first year and Masters Degree first year of different streams and institutes. He administered tests to them in order to find out their listening abilities. He found that the students learning in University level in Nepal have high listening ability. In his finding, he found that the listening ability of the Nepalese learners was 85.95 percent.

Lamichhane (2004) in her study “Listening Comprehension of Grade IX Students in Recorded Materials” found that recorded materials are essential for building up listening skill. Aiming to find out the essentiality of recorded

materials, she found that the recorded materials help learners listen carefully, and this sort of listening makes learners perform better. Those students who are exposed to the authentic recorded materials can achieve better in developing listening skill. She concluded that the students of grade nine were found to be good in listening comprehension under recorded materials.

Yadav (2004) carried out a research on “Listening Skill in Secondary English Curriculum”. He studied the objectives of listening set in English curriculum of secondary level and then analyzed the listening texts, varieties of listening text, the types of exercises, etc. His finding was that the listening texts given in the course have been taken from authentic sources and the voice recorded in the cassette has maintained tone, pitch and intonation.

However, this research is different from other research works so far in a sense that it attempts to find out the techniques and activities used by the secondary level English teachers of the government aided or community schools. It also attempts to find out the gap between the teachers’ theoretical knowledge and its application in the classroom.

2.3 Implications of the Review

The central focus of the literature review is to find out and analyze what has been done before in the field of testing listening skill. Thus, the review of related literature is an integral part of the research. It makes a valuable contribution to every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area to broaden the horizon of knowledge in the related field.

According to Kumar (2009, p. 30) reviewing the literature is 'rewarding' in carrying out research. He further highlights on the importance of reviewing literature as:

- a. bring clarity and focus to your research problem
- b. improve your methodology

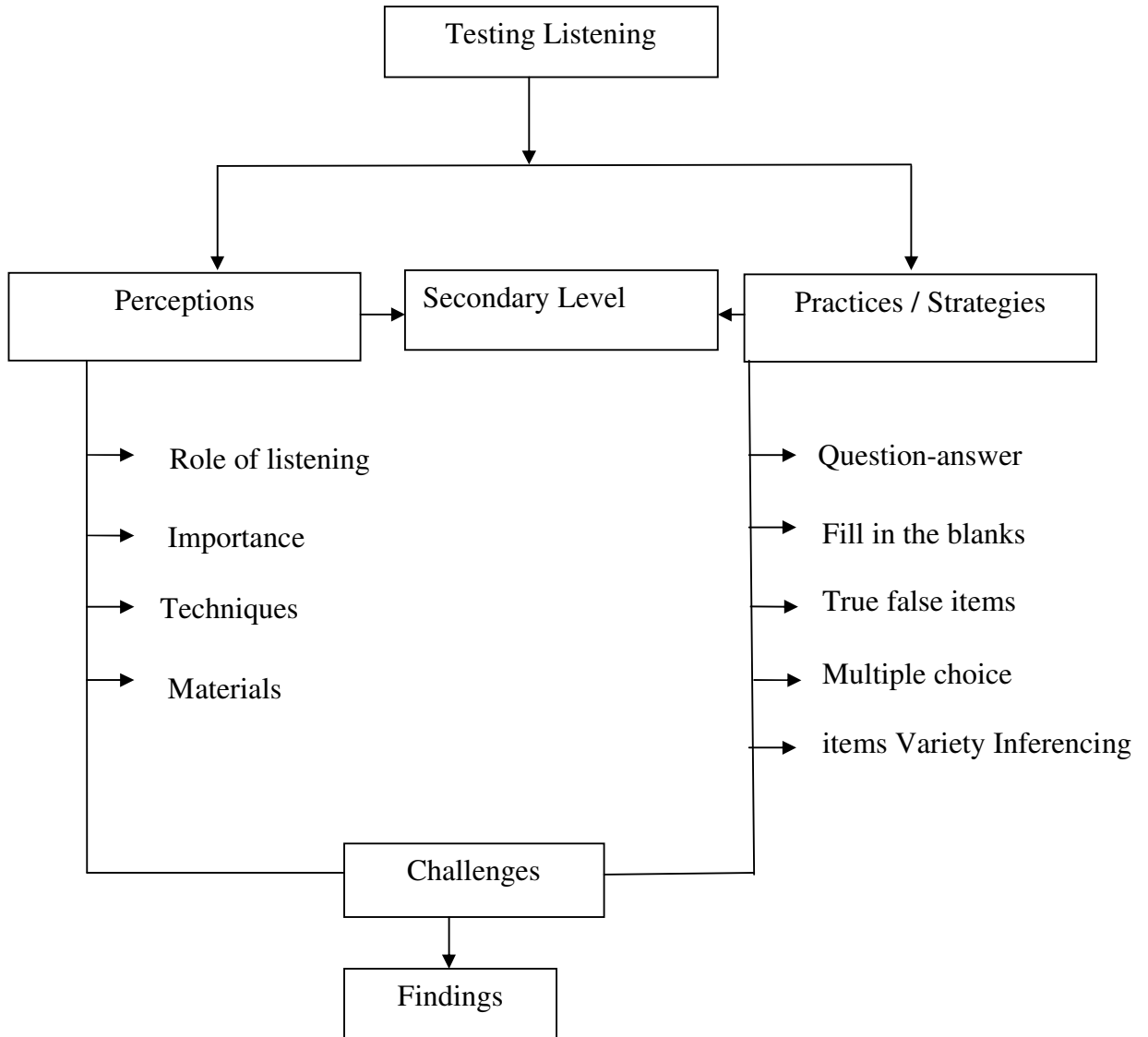
- c. broaden your knowledge base in your research area
- d. contextualize your finding

While reviewing the literature, the researcher has gone through the different existing literature, articles, journals, magazines, bulletins, books and other related materials. On the basis of the existing literature and the research works carried out in the international scenario, the researcher had developed the insight and prepared this research work.

Moreover, the research works and books authored by different scholars like Harmer (2009), Ur (2008), Larsen-Freeman (2010), Buck (2010), and others helped the researcher carry out this research. Therefore, the review of the literature has made this research more reliable and informative which could be one of key research works to design curriculum and textbooks for the secondary level.

2.4 Conceptual Framework

The following conceptual framework is drawn for this research after the detailed study of the related literature:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology and procedures used in the research. It includes the design of the study, sample population, sampling procedures, data collection tools, data collection procedures, data analysis and interpretation procedures.

3.1 Design of the Study

The researcher should follow a certain research design while carrying out a research. Actually there have been different research designs such as; experimental, survey, case studies, action research, experimental, quasi-experimental, ethnographic, qualitative, quantitative, mixed design and so on.

In order to meet the objectives of this study the researcher has adopted the survey research design. Actually, a survey research is defined as a brief interview or discussion with individuals about a specific topic. The term survey is often used to mean 'collect information.' It also means to collect related information from the target informants. According to Devin (2015, p1) the survey research includes the following three types of research questions:

- **Questionnaires** - a series of written questions a participant answers. This method gathers responses to questions that are essay or agree/neutral/disagree style.
- **Interviews** - questions posed to an individual to obtain information about him or her. This type of survey is like a job interview, with one person asking another a load of questions.
- **Surveys** - brief interviews and discussions with individuals about a specific topic. Yes, survey is also a specific type of survey, to make

things even more confusing. A survey is a quick interview, with the surveyor asking only a few questions.

According to Cohen and Manion (1985, as cited in Nunan, 1992, p. 140), "surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale government investigations through to small-scale studies carried out by a single researcher." That is to say, the survey research is carried out either in a large-scale or in a small-scale. They further state, "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/ or events at a single point in time." In this sense, survey research is different from other types of research. There is a limited or fixed time for data collection in survey research and is conducted in a natural setting.

Regarding the educational survey research, Cohen, Manion and Marrison (2010, p. 206) state, "Surveys in education often use test results, self-completion, questionnaires and attitude scales." So, surveys are helpful for collecting factual information. The surveys are also descriptive and analytical. Cohen, Manion and Marrison (ibid. p. 208) state as:

Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, whereas analytical surveys operate within hypothesized predictors or explanatory variables that are tested for their influence on dependent variables.

Thus, the researcher carried out this research work with the survey research design. The researcher followed the procedures preferred by the survey research. It aims to find out the perceptions of the secondary level English teachers regarding testing listening. The data have been analyzed descriptively and analytically.

3.2 Population and Sample

The population of the study were the secondary level English teaches of government aided schools of Kathmandu district. The researcher followed non-random sampling procedure, i.e., purposive sampling to achieve the concerned objectives of the study.

3.3 Sampling Procedures

The researcher selected 30 government aided secondary schools of Kathmandu district on the basis of purposive non-random sampling procedure from all different parts of the Kathmandu Valley.

3.4 Data Collection Tool

A questionnaire for secondary level English teachers was the tool which the researcher used to collect data for this research.

3.5 Data Collection Procedures

In order to collect the data, first the research tool (i.e., questionnaire for teachers) was developed. Then the researcher talked to the authorities and took permission to apply the research tools for collecting data. After that, the researcher built rapport with the informants and explained the detail about the research to the target informants. Then, the researcher applied research tools for collecting data. Finally, the researcher collected required information from the informants.

3.6 Data Analysis and Interpretation Procedures

Regarding the analysis of data, first of all, the data were collected from the target informants. Then the data were scrutinized in general and they were put under the different headings. After that, the sub-headings for data analysis were developed and the data were analyzed descriptively. Finally, the data were analyzed, explained and interpreted on the basis of the responses given by the teachers.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the data collected for this study from the target informants. The descriptive approach has been adopted to interpret the collected data. The data have been analyzed and interpreted in terms of different sub-headings.

4.1 Analysis of Teacher Perceptions on Testing Listening

Listening, the basic skill of language acquisition, is the foundation skill of language learning. Except the school level, it is also necessary in the university level for the better learning. However, the teachers' attitude towards testing listening is totally different from testing rest of the language skills (i.e., speaking, reading and writing).

4.1.1 Secondary Level English Teachers' Perceptions on Listening

The perception of teachers refers to how the teachers take listening skill. It incorporates the teachers' attitudes towards listening skill. The following table presents secondary level teachers' perceptions on listening skill:

Table 1

Secondary Level Teachers' Perceptions on Listening

Item No.	Perception on Listening	No. of Teachers	Percentage (%)
1	Productive skill	3	10%
2	Receptive skill	25	83%
3	Passive skill	2	7%
4	No Idea	-	-

According to the data presented in the above table, the English teachers take listening skill as a receptive skill. They find this skill as a receptive skill.

Actually, 83% secondary English teachers stated that listening skill is a receptive skill and rest of the teachers stated that it is a productive and passive skill. The percentage of the teachers is 10% and 7% respectively. Therefore, it is clearly stated that listening is a receptive skill of language acquisition. The learners must listen for developing language. There were no teachers who were unfamiliar about the listening skill.

Moreover, almost all the teachers stated that listening skill of language learning should be taught and tested along with the other skills of language learning.

They stated as:

Listening skill is one of the core skills of language acquisition. It should be taught and tested together with the rest of the other skills of language learning. The test should be designed for all the skills as directed by the curriculum. [T4, T5, T21, T25, T28]

Thus, it can be said that listening skill is not a passive skill. Instead, it is an active skill as well. The internal processing takes place while listening actively.

4.1.2 Approach of Testing Listening

Testing listening is an approach of measuring the listening ability of the students. It should be tested as it is taught. Regarding the approach of testing listening the following question was asked:

Do you think that listening is to be tested in isolation or along with other skills?

The secondary level English language teachers have a common perception on the approach of testing listening. Almost all the teachers stated that listening should be tested along with the rest of the other four skills of language learning. They stated:

*Listening cannot be tested in isolation. It is an integrated skill.
Listening is one of the core skills of language learning. Listening*

supports in acquisition of other skills. Listening should be highly focused with speaking. ... Learning cannot take place without listening.

Moreover, three teachers (T21, T24 and T29) had stated different views on the approach of testing listening. They stated:

Listening is the first skill of language learning. Students should be taught listening first in isolation. They cannot develop other skills without listening.

Thus, testing listening is an integrated approach. Teachers in secondary level teach and test listening skill with the other skills of language learning.

4.1.3 Importance of Testing Listening

Listening is a core skill of language acquisition. It should be taught and tested. It is very important skill of language development. Regarding the importance of testing listening, the following question was asked:

Why do you think it is important to test listening?

Secondary level English language teachers have stated different views on the importance of testing listening. However, all the teachers agreed that it is very important skill to be tested. They stated their views differently as:

Testing listening is very important in school level because it shapes the language learning process. It is very essential because the rest of the three skills of language learning cannot be developed without listening. Therefore, testing listening is crucial for measuring the ability of learning other skills of language.

Moreover, some teachers stated the reasons of testing listening in different ways. They opined as:

Testing listening helps learners' ability of learning other skills of language learning. It provides a clear way to learn language. ... Listening is the fundamental skill of language acquisition. If it is not tested, speaking cannot be tested at all.

Therefore, testing listening is essential for measuring the listening ability of the learners. It should be taught and attested in school levels. Teaching listening becomes complete only after testing it.

4.1.4 Components of Testing Listening

Testing listening is testing of a basic language learning skill. The secondary teachers have different attitudes regarding testing listening. The following question was asked regarding finding out the components of testing listening:

What does testing listening include?

Secondary level English language teachers stated different views regarding the components included in testing listening. The teachers stated their views as:

- *Testing listening skill includes testing of a basic skill [T1, T5, T7, T19]*
- *Testing listening skill includes testing of a receptive skill [T6, T18, T25, T26]*
- *Testing listening skill includes testing of a language skill [T4, T19, T20, T21]*
- *Testing listening skill includes testing of a learning skill [T6, T10, T13, T14]*

The secondary English teachers support that listening skill is one of the inherent skills of language learning. It should be incorporated with the rest of other skills. Regarding its' inclusion one of the teachers (T15) said:

Listening skills should be included with the other skills of language learning. The students should be well taught and tested the four skills of language learning equally.

On the basis of the analysis, it is clearly stated that listening skill should be include in the course in all the levels. If this skill is included in the course, there will be proper way of learning. This skill comprises a basis skill of learning.

4.1.5 Necessity of Testing Listening at Early Stage

Listening starts from the very early stage of language learning. Therefore, teaching and testing of listening skill should go side by side. The following table presents secondary level teachers' perceptions on testing listening at early stage:

Table 2
Necessity of Testing Listening at Early Stage

Question	Response			
	Yes		No	
Necessity of testing listening from the early stage	No.	%	No.	%
	30	100%	-	-

According to the above table, all the secondary level English language teachers (100%) stated that listening skill should be tested from the very early stage of teaching. No teachers said that this skill should be ignored in the early stage of teaching and learning.

Thus, teaching and testing listening have direct impact on language learning. Teachers should test listening skills from the very first stage of teaching. Each unit should be preceded by testing listening.

4.1.6 Integration of Testing and Teaching

Listening is a basic skill of language learning. It should be introduced form the early stage of leaning. The teachers should create a good environment for teaching and testing this skill. The following table presents the secondary level English language teachers' views on integration of testing and teaching:

Table 3
Integration of Testing and Teaching

Question	Response			
Integration of testing and teaching	Yes		No	
	No.	%	No.	%
	30	100%	-	-

According to the above table, all the secondary level English language teachers (100%) stated that teaching and testing should go side by side. No teachers said that teaching and testing are isolated activities.

Thus, teaching and testing both have direct impact on language learning. Teachers should teach and test simultaneously for developing language learning in the students.

4.1.7 Inclusion of Listening in the Curriculum and Textbooks

Secondary level English language teachers do have different perceptions on the inclusion of listening skill in the current curriculum and textbooks. The following questing was asked regarding the inclusion of listening skill in the current curriculum:

Should testing listening be openly mentioned in the curriculum and textbooks?

Secondary level curriculum provides well spacing for the listening skill. According to the secondary level English language teachers' perceives, listening skill is satisfactorily included in the curriculum. They (T12, T16 and T22) said, "*The space of listening skill is satisfactory*". On the other hand, some teachers stated that listening skill is well included in the secondary level curriculum and textbooks.

Moreover, some English language teachers stated that the inclusion of the listening skill in the secondary curriculum is not satisfactory. They are not

satisfied with the inclusion of listening skill in the curriculum and textbooks. They (T25, T27 and T29) said:

Listening skill is partially included in the secondary level curriculum. It is not given much priority in the classroom teaching as well. The exercises are also very few in comparison to other skills.

Thus, on the basis of the discussion it is stated that listening skill should be included in the course and the piratical aspects of this skill should also be included in the course. This skill should be given much priority in the curriculum and textbooks.

4.1.8 Testing Techniques for Listening in the Present Curriculum

The secondary level present curriculum contains various kinds of testing techniques for listening. The teachers were asked the following question regarding the testing technique existing in the present curriculum of secondary level:

Does our present curriculum include the testing techniques for listening?

All the teachers agreed that the present curriculum contains different sorts of testing techniques in the curriculum. They said:

Curriculum is the roadmap for teaching and learning. It contains various techniques for testing listening. There are some techniques for oral testing and some techniques for written testing. Multiple choice items are used for testing listening. ... Fill in the gaps are given for testing listening. ... True or false? ... [T2, T12, T19, T24]

Thus, secondary curriculum guides various kinds of techniques and strategies for testing listening skill. This skill is given the least importance space (i., e., 10%) in the curriculum.

4.1.9 Teaching and Testing in ELT

Testing has a prominent role in language teaching. It provides a basic guidance to language learning. Regarding the interrelation in teaching and testing the following question was asked:

Many people say that teaching and testing listening is neglected in our case. What would you say about it?

Secondary level English teachers have different views on teaching and testing in our curriculum and textbook. They stated as:

Listening has very little space in our course. ... Listening is given only 10% space in the curriculum. ... Listening is given no more priority in the course. .. It is given no more priority in the textbooks of the secondary level. [T11, T15, T21, T25]

Hence, some teachers have stated different views regarding the priority given to listening skill in the secondary curriculum and textbooks. They stated as:

Listening skill is given a little priority in the curriculum. The textbooks are designed as directed by the curriculum. Testing items are presented as per the direction of the curriculum. Each unit of the textbook has listening exercises. [T8, T16, T28]

Thus, listening skill is not totally neglected in the curriculum. The secondary textbooks have been contained with the testing items of listening skill.

4.1.10 Listening Exercises in Secondary Textbooks

Listening exercises mentioned in our textbooks help testing the listening skill. They provide the contents for teaching and testing. Regarding the completeness of listening exercises in secondary textbooks the following question was asked:

Are the listening exercises given into our textbooks sufficient for testing listening?

The secondary level English language teachers teaching in the government aided schools stated that the listening exercises are give with little importance. They stated:

Listening exercises are given less priority in the textbooks.... The exercises are not full of varieties. ... The exercises for listening are not enough for developing linguistic competence.... The exercises are designed on the same pattern. [T12, T16, T20]

Furthermore, some teachers stated as:

Listening exercises are made only for the sake of exercises. They cannot help developing language skills. The audio materials are not enough for the listening skill. The exercises for listening cannot be tested in the class. [T3, T5, T7. T9]

Thus, the secondary level textbooks do not contain the varieties of testing exercises in the textbooks. They lack the varieties in the testing items in listening.

4.1.11 Focused Language Skill in ELT

Language learning is the learning of four skills of language viz. listening, speaking, reading and writing. These all the skills are equally important for the holistic development of language.

The following table presents secondary level English language teachers' views towards focused language skills in ELT:

Table 4

Focused Language Skill in ELT

S. N.	Language Skills	No. of Teachers	Percentage (%)
1.	Listening	23	76%
2.	Speaking	3	10%
3.	Reading	2	7%
4.	Writing	2	7%

According to the above table, the highest number of teachers stated that listening skill should be focused first while teaching. There are 76% secondary English language teachers supporting this view. Similarly, 10% secondary English language teachers support that speaking should be focused with much importance whereas, 7% English language teachers support on focusing reading skill and the same per cent teachers focus on the writing skill.

Some teachers who supported to focus on listening skill stated as:

Listening is the fundamental skill of language of learning. ... No language can be learned without listening.... Each learner should be taught listening before teaching speaking. ... We must focus on listening skill first while teaching and testing. [T9, T13, T17, T21]

4.1.12 Role of Teacher in Testing Listening

Teachers have the greatest role in testing all the skills of language. Specially, formal teaching and testing is not possible without the active role of teachers. The following question was asked regarding the role of teacher in testing listening:

What should be the role of teacher in testing listening?

Secondary level English teachers stated different views regarding the role of teachers in testing listening. They stated:

The teacher has a prominent role in testing listening. It is the teacher's duty to test the students. ... Teachers should construct the test items. ... Teachers should design the test papers. ... Teacher is the reliable source of designing the tests of listening. [T5, T8, T14, T20]

Moreover, some teachers expressed different views on the role of teacher in testing listening. The stated from the point of view post method pedagogy. They stated:

Teacher is a facilitator. The teacher should design the test items as per the interest of the learners. The teacher should be able to design varieties of test items. [T15, T21, T30]

Thus, the teacher has a great role in testing listening. Teacher made test items help students improve their language skills in a great deal.

4.1.13 Role of Testing Listening for Developing Speaking

Listening skill helps developing rest of other skills of language. Specially, listening skill helps the speaking skill because both of these skills are the fundamental skills of language learning. Regarding the support of listening skill for developing skill, the following question was asked:

Do you think that the testing of listening skill can be supportive for developing speaking?

Regarding the support of testing listening for developing speaking skill, secondary level English language teachers expressed their views as:

Testing of listening skill has a great role in developing speaking skill. ... Listening skill provides a complete support to speaking. ... Listening and speaking are the primary skills of language learning. ... No speaking can be complete without listening and listening in isolation does not have any existence without speaking.

Thus, English language teachers take testing listening and development of speaking has interrelation. Each skill is supportive for the next one.

4.1.14 Role of Teacher Professional Development in Testing Listening

Teachers Professional Development (TPD) is one of the keys of successful teaching. It is essential for the meaningful teaching. It employs the teachers to be able to teach meaningfully. The following question was asked regarding the role of TPD in testing listening:

Do you think that the trainings on Teacher Professional Development address the issues of testing listening?

English language teachers teaching in secondary level stated that the TPD is one of the key tools of improving teaching skill. They stated that TPD has a supporting role for teaching and testing. They stated as:

TPD is a professional training. It is essential for teaching in schools. It helps teachers teaching their own subjects. It is a basic training for testing. Each skill can be easily tested if the teacher is TPD trained. TPD helps teachers to bring changes in testing listening skill.

TPD helps teachers in testing listening in a great deal. This skill can be well tested and well applied in the class if the teacher is well trained on TPD and at the same time if the testing listening is well administered by the teachers, there will be better opportunity for developing teachers' professional development.

4.1.15 Role of Curriculum Designers and Textbook Writers Regarding Testing Listening

Curriculum designers and textbook writers both have a great role in determining the testing items. Secondary level English language teachers were asked the following question:

What would you like to suggest to the curriculum designers and textbook writers regarding testing listening?

Secondary level English language teachers stated their different views on the role of curriculum designers and textbook writers regarding testing listening. They make the following remarks:

- *The curriculum designers determines the test items to be included in the curriculum whereas, the textbook writers make decisions to select the particular item to be included in the textbooks. [T8]*

- *The curriculum designers and the textbook writers both have a crucial role to select the items for testing listening. [T14]*
- *Both the curriculum designers and the textbook writers can select and grade the appropriate items for testing listening. [T18]*

Moreover, the teachers made the following suggestions for the curriculum designers and the textbook writes regarding the test items of listening:

Testing listening is a crucial task in language learning. The curriculum designers should make a clear vision in the curriculum for keeping the test items of listening. ... The textbook designers should create more creative and level-based items for testing listening. The test items should create interest on the students. [T21, T26, T28]

Thus, the data shows that curriculum designers and textbook writers should have equal importance in designing the test items in testing listening. The curriculum designers should show the path and the textbook writers should lead the learners towards the right path.

4. 2 Practices and Challenges of Teachers in Testing Listening

English teachers face various kinds of problems while testing listening skill in the secondary level English classes. Specially because of the lack of sufficient teaching materials, the teachers feel uneasy for teaching this skill. Moreover, some schools do not possess the listening equipments for teaching and testing. The school nether has the cassette player not the listening cassette. Similarly, some schools lack adequate rooms for teaching and testing listening skill. They do not have listening-friendly rooms.

4. 2.1 Teachers' Techniques Used in Testing Listening

Testing listening is a tactful job. The teachers should be active enough to test listening. At the same time, the secondary curriculum requires varieties of testing items while testing any language skill. The following question was

asked regarding the techniques employed by the secondary level English language teachers:

What techniques do you use in testing listening skill?

Secondary English teachers' adopt different testing techniques while testing listening. English teachers specially use five different kinds of testing techniques while testing listening skill. They adopt the following techniques:

- *Fill in the blanks*
- *True or false?*
- *Questions and answers*
- *Group work and pair work*

Thus, it is sated that listening skill is best tested through the fill in the blanks items. If the students have been provided with the authentic listening materials and tested through the closed test items, there becomes better performance. English teachers prefer testing listening skill through the cloze test items.

4.2.2 Complication of Testing Listening

Testing listening is one of the tough jobs in language learning. It is very tough because of the lack of testing materials and authentic materials for testing. Regarding the complication of testing listening, the following question was asked:

Do you think testing listening is more complicate than other skills? If yes, why?

Secondary level English language teachers stated that testing listening is more complicated than other skills. Some of the reasons they stated are:

- *There are very limited resources on listening. [T6]*
- *The testing items are not sufficient in the class. [T11]*
- *The classes are noisy and often large one. [T15]*
- *Listening skill has with only 10% priority in the curriculum. [T21]*

– *Students do not understand the authentic voices. [T29]*

Thus, testing listening seems more complicated than testing other skills. The classroom environment and the availability of the listening resources are the main responsible factors for creating difficulty in listening.

4.2.3 Emphasis on Testing All Skills in the Curriculum

Language learning becomes meaningful when the four skills of language are given equal emphasis. The following question was asked regarding the emphasis on testing all skills in the curriculum:

Does our curriculum equally emphasize on testing of all skills?

The curriculum has not given equal emphasis for testing listening skill. Listening is given the least priority in teaching and listening. Secondary level English language teachers stated:

Our curriculum do not equally emphasize on testing all the skills. Listening has the least priority. Reading and writing are given the top most priorities. Testing listening has no more priority. Listening is tested for the coverage of 10% marks in the examination. [T15, T18, T24]

The teachers also stated that testing listening has no more varieties. The test items are very limited.

4.2. 4 Teachers' Views on the Testing Activities in our Curriculum and Other Materials

Curriculum is a roadmap of teaching. The activities suggested by the curriculum should be followed by the teachers while teaching and testing. According to teachers, the following testing activities have been included in our curriculum as mentioned in the table:

Table 5
Testing Activities in Our Curriculum

S. N.	Testing Activities in our Curriculum	No. of Teachers	Percentage (%)
1	Listening comprehension	14	48%
2	Cloze test	9	32%
3	Open ended questions	3	10%
4	Listen and draw	2	5%
5	Listen and act	2	5%

According to the data, secondary English teachers view that specially there are five different kinds of testing activities adapted in the ESL classrooms. There are 48% English teachers adapt listening comprehension and 32% teaches apply close test for testing as:

Listening is for comprehension. The students should comprehend what they hear. They should be able to answer the questions based on the listening texts. The students should be given simple cloze tests. The test should be more practical and short as well.

Moreover, 10% teachers apply open ended questions for testing listening and 5% teachers apply listening and drawing sorts of activities in testing listening and the same per cent of teachers apply listening and acting activities.

On the basis of the data, it is stated that the secondary level curriculum incorporates the different activities based on listening comprehension and cloze test items. The curriculum focuses on such activities which basically focus on the comprehension of the learners.

4.2.5 Materials and Activities Used by Teachers While Testing Listening

No teaching is complete without teaching materials. If teaching requires materials, obviously testing also requires materials. A good test is a resourceful test. The teachers should use varieties of materials while testing. The following table presents the materials used by the English teachers in testing listening:

Table 6

Name of the Materials Suggested

S. N.	Name of the Materials Suggested	No. of Teachers	Percentage (%)
1	Audio	2	7%
2	Visual	3	10%
3	Audio-visual	25	83%

According to the data, almost all the English teachers favoured the audio-visual materials for testing listening. There are 83% teachers who use and prefer to use audio –visual materials for teaching and testing listening skill. Secondly, only 10% English teaches suggest visual materials and 7% suggest audio materials to use in testing listening. Frequently English teacher stated as:

Audio visual materials are more preferable to testing listening skill. The students can understand through listening and seeing. The testing process will be more easier if they get listening scripts with visual.

Thus, it is clearly stated that the best testing materials for listening are the audio-visual materials. If the audio-visual materials have been applied, listening skill will be more effective. Therefore, the teachers prefer such materials. Only the use of audio materials does not have much effect on the learners.

4.2.6 Application of Three Stages in Testing Listening

The following table presents secondary level English language teachers' views on application of the three stages (i., e., pre-listening, while-listening and post-listening stages) while testing listening:

Table 7

Stages in Testing Listening

Question	Response			
	Yes		No	
Application of three stages in testing listening	No.	%	No.	%
	30	100%	-	-

According to the table above, all the secondary English language teachers follow the three stages (i.e., pre-listening, while-listening and post-listening) while testing listening skill. All the teachers are completely conscious of the different stages of teaching and testing.

4.2.7 Pre-listening Activities Followed by the EL Teachers

Testing listening is a procedural activity. There are many activities which the teacher can apply before the real testing. The following table presents the pre-listening activities followed by English language teachers:

Table 8

Pre-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Telling about the text	2	7%
2	Making students ready for listening	3	10%
3	Dividing class into different groups	25	83 %

According to the above table, secondary level English language teachers adopt three main pre-listening activities while testing listening. The majority of secondary level English language teachers divide the class into different groups as pre-listening activities. There are 83% English language teachers who adopt this activity. Similarly, 10% English language teachers make students ready for listening and 7% English language teachers explain about the text as pre-listening activities.

Thus, secondary level English teachers divide the class into different groups as pre-listening activities. It is the most preferred activity at the pre-listening stage.

4.2.8 While-listening Activities Followed by the EL Teachers

While-listening activity is one of the main activities of testing listening. There are many activities which the teacher can apply while testing listening. The following table presents the while-listening activities followed by English language teachers:

Table 9

While-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Playing the text	28	93%
2	Explaining the text	2	7%

According to the above table, secondary level English language teachers adopt two main while-listening activities while testing listening. The majority of secondary level English language teachers play the text during while-listening. There are 93% English language teachers who adopt this activity. Similarly, 7% English language teachers explain the text to the students.

Thus, secondary level English teachers play the text of listening during the while listening activities.

4.2.9 Post-listening Activities Followed by the EL Teachers

Testing listening does not end after playing the testing text. There are some other activities which the teacher has to accomplish. So, there are many activities which the teacher can apply as post-listening activities. The following table presents the post-listening activities followed by English language teachers:

Table 10

Post-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Asking to tell what they have heard	5	17%
2	Giving questions	22	73%
3	Asking in group	3	10 %

According to the above table, secondary level English language teachers adopt three main post-listening activities while testing listening. The majority of secondary level English language teachers give questions as post-listening activities. There are 73% English language teachers who adopt this activity. Similarly, 17% English language teachers ask questions what the students have heard and 10% English language teachers ask questions in groups during the post-listening activities.

Thus, the data shows that English language teachers give questions to the students as the post-listening activities.

4.2.10 Challenges Faced by Teachers in Testing Listening

English teacher teaching in Nepal face multiple problems in testing listening skill. In fact, testing itself is a challenging job. However, the teachers should come up with them. The following question was asked regarding the challenges faced by teachers in testing listening:

What are the challenges for teachers in testing listening?

English language teachers face different challenges in testing listening. One of the challenging situations is lack of appropriate classrooms for testing listening. They stated, "*testing activities cannot be held in the existing classrooms*". one of the secondary level English language teachers stated as:

We have poorly constructed classrooms. We cannot test listening properly in the large classes. The classrooms are not sound proof. The external noise is the root cause of creating difficulty in testing listening. [T22]

Similarly, English teachers face difficulty in testing listening because of the large classes, lack of testing materials and other external situations. The external situations include students' motivation, appropriate timing for testing, administrative support for regular testing and so on. They stated:

Testing listening is being challenging because of large classes. There are many students in the same class which we cannot maintain silence in the class. ... The listening materials are not available in the school. We cannot take the listening classes regularly. ... There are not enough varieties of listening materials in the school. [T3, T5, T14, T21, T29]

Thus, appropriate classrooms should be maintained for testing listening effectively. If the classrooms are not learner friendly, there is no possibility of testing learners effectively. In such circumstances, testing listening becomes useless job. Similarly, large classes and lack of listening materials also cause

problems to the teachers. Therefore, such challenges should be address as far as possible.

4.2.11 Challenges Faced by Students in Testing Listening

Testing listening is a one of the challenging jobs in language learning. Specially testing listening becomes tougher if the classroom environment becomes noisy. The following question was asked regarding the challenges faced by the students in testing listening:

What are the challenges that your students face in testing listening?

Secondary level English language teachers stated that the students faced different sorts of challenges in testing listening. They stated as:

Testing listening is very difficult job if the students do not understand the foreign speech. ... The noisy classes create the greatest problem in testing listening. ... The time limitation is one of the root causes of testing listening. [T1, T4, T11]

Moreover, some teachers stated that *lack of English speaking zone in the school is one of the main causes of trouble in testing listening [T13, T17, 18]*. Some other teachers also stated that students face difficulty in testing listening because of 'motivation' in listening [T15, T20].

4.2.12 Challenges Faced by Teachers Because of Testing Materials

Testing materials play a crucial role in testing listening. There should be proper materials for testing and they should be familiar with the students and teachers. The following question was asked regarding the challenges faced by teachers because of testing materials:

Do you face any challenges because of the testing material? If yes, please mention some.

Secondary level English language teachers stated multiple views regarding the challenges due to the testing material. The higher number of teachers (i., e.,

70%) stated that the lack of enough materials is the root cause of testing listening. Some teachers stated:

There are no listening materials in for listening. ... There is only 10% coverage of listing listening in the curriculum. ... The test items presented in the textbooks are not asked in the exam. ... There are very limited resources for testing listening in the schools. [T1, T6, T11, T21]

English language teachers find testing more difficult job because of the lack of testing materials. They take playing a cassette player is only the means of testing listening; and there is not cassette player in many schools.

4.2.13 Challenges Faced by Teachers due to Curriculum and Textbooks

Listening is a fundamental skill. It is also a basic skill of language learning. Sometimes it is tough due to the limited sources existing in the textbooks or sometimes a vague concept in the curriculum. The following question was asked regarding the challenges faced by the teachers due to curriculum and textbooks:

Do you face any challenges due to the curriculum and textbooks?

The secondary level English language teachers stated different views regarding the challenges they have faced due to the curriculum. They stated as:

The curriculum is much tough to design the contents.... It has allocated very limited exercise for listening. ...There are no more activities for testing listening. ...[T5, T6, T9]

Moreover, the teachers faced challenges due to the textbooks. They stated as:

The textbooks do not have enough testing materials for listening. The listening script is not given in the textbooks. The reference materials are

not available in the market. The exercises for listening are only for the sake of listening. [T16, T21, T23, T24]

Thus, secondary level English teachers are facing challenges due to the curriculum and textbooks. The test items are not enough in the textbooks whereas, the curriculum fails to guide the teachers for testing listening skill.

4.2.14 Challenges Faced by Teachers According to the Level of Learners in Testing Listening

Secondary level learners are the senior learners in the school level. They should have already possessed a certain level of learning. The following question was asked regarding the challenges faced by teachers according to the level of learners in testing listening:

What challenges have you faced among the higher and lower level learners in testing listening? Please share your experience.

Secondary level English language teachers faced challenges in testing listening due to the higher and lower level of learners. They stated the following problems due to the higher level of the learners:

Some students are exceptionally intelligent. They have a very sound listening power. They can find out the answer easily. They can any sort of problems easily. [T3, T5, T8, T19, T25]

Moreover, the teachers faced the following changes due to the very lower level of the learners:

Some students are very poor. They cannot grasp any ideas from the listening script. They do not reply any more. They even do not have any interest in listening and testing. [T2, T6, T15, T21]

In this regards, English language teachers feel difficulty in teaching and testing of listening in the secondary classes. The issues are due to the higher and lower level of proficiency of the students.

4.2.15 Teachers' Suggestions to Overcome the Challenges in Testing Listening

Challenges should not remain challenge forever. They should be solved. A successful teacher can be able to solve the problems which can be faced while teaching and tested. The following question was asked regarding the teachers' suggestions to overcome the challenges in testing listening:

What would you like to suggest to overcome these challenges?

Secondary level English language teachers suggest *using authentic materials in the class for testing listening* in better manner. Similarly, they support *encouraging students to watching and listening English porgrammes on TV and radio* for building their listening habits. This habit will help in overcoming the challenges in testing listening in the classroom.

Moreover, English language teachers support *developing good listening practices in the classroom*. They prefer creating good learning environment in testing listening. They support *using ICT in the classroom* and *making listening materials available* for overcoming the challenges in testing listening respectively.

In general, regarding the ways of solving the problems related to testing listening, the teachers stated their views as:

The teacher should use authentic materials for testing listening. He/she should be select appropriate materials for testing. The use of ICT helps in a great deal in testing listening. The students should be encouraged in such a way that they should be ready to watch English programs in the TV and radio. [T18, T20, T26, T27]

Thus, the use of authentic materials is the best way to overcome the challenges faced by the teachers while testing listening skill. The teachers should use the authentic materials and ICT materials for testing listening skill. Similarly, the best practices on listening should also be developed for solving the listening based problems.

4.2 Summary of Findings

The following are the major summary of findings:

- English teachers take listening skill as a receptive skill. Actually, 85% secondary English teachers stated that listening skill is a receptive skill.
- Secondary level English language teachers assume that testing listening includes testing of a basic skill and it should be integrated with other skills of language testing.
- Secondary level English language teachers perceive that listening skill is satisfactorily included in the curriculum and textbooks. This skill is given little priority in the curriculum.
- English language teachers assume that the role of TPD is active in testing listening skill in the secondary level. Similarly, the teachers stated that the role of TPD in testing listening is very high and dominant.
- Secondary level English language teachers suggest that listening skill should be tested using authentic materials. Out of total teachers, more than 40% English teachers support that the use of authentic materials help teaching and testing listening skill.
- Secondary level English language use gap filling items, true or false items, question-answer items and tick the best items while testing listening.
- There are 83% teachers who use and prefer to use audio –visual materials for teaching and testing listening skill.

- The most challenging situation is the lack of appropriate classrooms for testing listening. The testing activities cannot be held in the existing classrooms. In total 38% teachers face this sort of challenge.
- Secondary level English language teachers suggest using authentic materials in the class for testing listening in better manner and they support encouraging students to watching and listening English porgrammes on TV and radio for building their listening habits.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter presents summary and conclusion of the study. It also presents some recommendations based on the results and discussion for the pedagogical implications.

5.1 Summary

Listening is not a single skill. It is the integration of several skills. Listening basically involves two sub- skills: Listening perception and listening comprehension. The former involves the recognition and discrimination of minimal segmental sound units, their combinations, rhythm, stress, intonation, etc. The latter, on the other hand, involves understanding the meaning of an utterance. The teachers should test this skill keeping this notion into the mind.

Different activities can be exploited for testing listening. The activities vary in accordance with the age, level, background of the students, purpose of listening and so forth. We can use several activities for testing listening comprehension and for perception. The secondary level English teachers should use this skill not only for testing tool in an examination but they should use this skill for developing the linguistic competence of the students. They adopt various kinds of audio, visual and audio-visual materials for testing the students. Similarly, the students should be encouraged to listen and make necessary responses on it. They have to listen any sort of text for learning purpose.

5.2 Conclusion

On the basis of analysis and interpretation of the data, the study can be concluded that the majority of the teachers were found having good theoretical insights on testing listening skill in the secondary classes. However, they do not test listening on a regular basis as equal to testing reading and writing. Almost all the teachers like to use audio-visual scripts for testing listening. They also

adopt different kinds of test items to test students' listening ability. The highest number of teachers (50%) perceived that testing listening includes teaching as a basic skill and 26% of teachers perceived that it was tested satisfactorily.

5.3 Implications

This study is implied in the field of ELT in future. Some remarks for pedagogical implications are made here.

5.3.1 Policy Level Implications

The following policy level implications have been made:

- Secondary level English course prescribes listening lessons in each unit. Thus, teachers should be encouraged to teach and test listening skill and it should be made as an important part of their professional development.
- Teaching and testing listening should be made a crucial part of language teaching. For this, listening skill should be assessed properly in the examination and special training on testing listening should be given to the secondary level English teachers.
- The concerning authority should make the mandatory provision of managing teaching listening materials and this should be tested properly in all the secondary schools of the country.
- The concerning agencies should be conscious on learning levels of the learners. The teachers should develop students in a proper learning environment.

5.3.2 Practice Level Implications

The following practice level implications have been made:

- All the secondary level English teachers should be made aware of the worth of testing listening activities. In order to raise their awareness, different programmes, seminars, workshops, etc. should be organized.

- Most of the teachers were found having sound theoretical knowledge of teaching listening. But in classroom, they did not use their theoretical knowledge. Therefore, teachers should be provided with training. Particularly, NCED should develop special training package for teaching listening.
- The teachers were found being aware of the criteria for the selection of listening materials (i.e. audio-visual materials). But, they asserted that they did not have access to the varieties of listening materials in order to use according to the students' level, ability, etc. Thus, CDC should develop other listening materials for that purpose.
- Testing listening should be made an important part of examination and tested properly. As a whole, teachers and other stakeholders should be made aware of the importance of listening via conferences, seminars, workshops, etc.

5.3.3 Research Level Implications

The following research level implications have been made:

- Universities, research centers and other educational institutions should encourage the researchers to carry out researches on listening skill and its development.
- Listening skill should be developed in students for their linguistic development.
- Universities should address some basis titles for further study. At least ten research works should be carried out per year.
- Further research areas listening skill can be as follows:
 - i. Relevance of teaching listening skills in Basic Level in schools
 - ii. Standardization of testing listening skill in schools
 - iii. Testing listening from the students and students perspectives

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CHAPTER ONE

INTRODUCTION

This study “Perception of Secondary Level English Language Teachers on Testing Listening Skill” provides secondary level teachers' views on testing listening skill in the secondary level ESL classes. This chapter begins with the general background. It also incorporates statement of the problem, research questions, research objectives, rationale for the study, significance of the study, delimitations of the study and operational definitions of key terms.

1.1 Background of the Study

Language is a means of communication. It is used to express feelings, emotions, desires, ideas and experiences so on. In fact, all the people in the world speak at least one language. Normally, the first language that the human beings speak is their mother tongue.

Different linguists have defined language differently. Crystal (1994, p. 212) defines language as ‘the systematic, conventional use of sound, signs, or written symbols in a human society for communication and self expression’. That is to say, language is systematic use of speech for communication. It is always learned in a real situation. So, we learn it in the natural situation.

Language is a primary means of communication; it is taught and learned everywhere. English is widely spoken all over the world. Therefore, English language teaching (ELT) has become a common term for all the teachers worldwide. Language has four skills, viz. listening, speaking, reading and writing. The former two skills are learned as primary language skills, whereas the latter ones are regarded as secondary language skills. Among them, listening and reading are receptive skills, while speaking and writing are productive skills. In real life situation, we use language to exchange our feelings and ideas. It is used in communication. While communicating,

interlocutors first listen, and then speak. Without listening, speaking may not be possible and feasible as well. That is the reason why listening is pre-requisite to other skills.

There are four language skills, and listening is one of them. Listening is an active process of perceiving sounds and constructing a message from a stream of sounds. It is the ability to identify and understand what others are saying.

Listening is the primary language skill. First we listen, and then we begin to speak. The researches show that congenitally deaf children are not able to acquire language though they are exposed to language for a long time.

Therefore, listening is the most important skill of all. The primary purpose of language teaching is to develop communicative competence in the learners. For the development of communicative competence in the learners, listening skill is also equally important including other ones. One of the principles of language teaching is: listening can be developed through listening; speaking can be developed through speaking; and so forth. So, we can develop listening skill in students through teaching listening.

Thus, listening is the fundamental language skill, and it is pre-requisite for developing other skills. That is why, teaching listening is crucial in language teaching.

1.2 Statement of the Problem

The importance of listening in language learning has been increasing in the present years. In the past it is used to be overlooked and educators supposed that listening abilities would be acquired during the grammar, vocabulary and pronunciation practice (Hedge, 2010). However, it is quite surprising that testing listening is neglected in schools. But, it is impossible to acquire other skills without listening since it is the basic skill of language acquisition.

There are multiple reasons –for example –for developing basic skill of language learning, developing or supporting other language skills, making

students aware to receive proper message from others and so on for testing listening. Thus, the teachers need to focus on testing listening. It should develop the ability to understand and contribute to communication. Likewise, students have to develop effective listening strategies that will enable them to learn another language. However, it seems neglected in schools. The English teachers do not test listening separately because listening does not have main role in the main-stream testing. But, no production will be possible without good perception since listening is a basic receptive skill. Due to the varied perception and practices heard and discussed, the researcher became motivated to carry out a research in this area.

1.3 Research Objectives

The research objectives of this study were as follows:

- i. To find out the perception of secondary level English teachers on testing listening skill.
- ii. To find out difficulties faced by the secondary level English teachers while testing listening skill.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The following were the research questions:

- i. What are the perceptions of secondary level English language teachers on testing listening skill?
- ii. What are the difficulties faced by the secondary level English teachers while testing listening?

1.5 Significance of the Study

It is essential to make all the concerned people aware of the importance of teaching listening. This study will shed light on the different techniques and activities of teaching listening used by the secondary level English teachers. Moreover, it will find out how English teachers test listening skill in the secondary level. It will also be useful study to find out the role of teaching and testing listening skill for learning other skills. Thus, this study will also be a helpful for the teachers to make use of their theoretical knowledge in testing listening. Furthermore, the research findings will be guidelines for syllabus designers, materials writers and other ELT experts to devise appropriate listening materials.

1.6 Delimitations of the Study

The study will had the following delimitations:

- i. The study was delimited to the government aided schools of Kathmandu district.
- ii. The study was limited only 30 secondary level English teachers.
- iii. The questionnaire for teachers was the only tool used to collect data.

1.7 Operational Definitions of the Key Terms

Listening skill: Listening skill refers to the basic skill of developing language. It is a receptive skill of language development. In this research listening skill refers to the listening skill of the secondary level students in English.

Interaction: Interaction refers to oral discussion to be taken in the classroom among students and teachers. In this research interaction refers to the discussion between the students and teachers, and among the students.

Context: Here, context refers to the learning situation while testing listening. In this research context indicates the learning context in school. Similarly, it also represents the listening context for students in the school.

Testing: Here, testing refers to one of the ways of evaluating listening skill in the secondary level. In this research testing symbolizes testing of listening skill in secondary level.

Teaching: Here, teaching refers to teaching listening skill in the secondary level. In this research teaching indicates teaching English in Secondary level in Government schools.

Secondary level: In this research secondary level refers to Class 9 and 10.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the review of theoretical literature, review of empirical literature, implications of the review and conceptual frame work of the study. It incorporates the theories in literature and their implications in ELT. It explains the role of listening skill in the classroom teaching and its inherent need for the students. Testing listening skill and its administering procedures have been incorporated in this unit.

2.1 Review of Theoretical Literature

Listening is the most frequently used skill in English language. It plays a significant role in daily communication and educational process. In spite of its importance, listening ability development has received only slight care in language teaching in the context of Nepal. In many remote villages, teachers do not focus on teaching and testing listening skill.

2.1.1 Teaching Listening

Listening is the activity of paying attention to and trying to get meaning from something we hear (Underwood, 1989, p. 1). It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to the students.

In order to teach listening comprehension effectively, the teacher should be clear about the skill to be developed in the students. According to Rivers (1978, p. 142), before the teacher can devise a sequence of activities which will train students in listening comprehension, he must understand the nature of the skill he is setting out to develop. Field in Richards & Renandya (2010, pp. 242-247)

examines a commonly used format for the teaching of listening, one which involves three stages in a listening activity: pre-listening, listening and post-listening.

Listening skill is one of the most important language skills, for it exists prior to other language skills. Language exposure to learners acts as a form of ear training. Therefore, the teacher should provide the learners with adequate exposure to English. Without listening, learners cannot learn language. Thus, teaching listening should be done on the regular basis in the classroom.

In order to teach listening properly and effectively, appropriate approaches should be used. Without employing the appropriate approach, listening skills cannot be taught well. For the development of appropriate approaches to teaching listening skills, it is essential to understand the nature of listening. In this regard, Nunan in Richards and Renandya (2010) mentions two types of models: the bottom-up and the top-down processing models. The bottom-up processing model asserts that listening is a process of understanding meaning from phonemes to complete texts. The top down processing model, on the other hand, views that listening is the process of understanding meaning on the basis of the listener's shared or prior knowledge. In this way, these models are to be taken into account while teaching listening.

Thus, listening skill should be taught properly to the students at school. Instead of leaving it to be developed as part of a pupil's general education training, it is to be taught explicitly to them. Students spend half of the classroom time listening, so it should be developed properly. In this context, Hron (1985, as cited in Rost, 1994, p. 118) suggests that listening should be developed in all school children since it is a vital means of learning that may be as important as reading. Thus, teaching listening should be done developing the listening abilities of the students.

2.1.2 Listening Comprehension

Comprehension refers to the process by which a person understands the meaning of an utterance. Listening comprehension refers to the mental process of extracting meaning from a stream of sounds or utterances. Simply, it is the construction of meaning or message from sounds. Broadly speaking, listening comprehension subsumes the process of identifying words, building information and utilizing the information. Thus, listening comprehension is the process of decoding the message or meaning of an utterance.

Listening comprehension checks the comprehension level of the students in listening. Teaching listening enables the students to face challenges dealing with real life situation. The speakers usually speak fairly quickly, spontaneously and naturally in real life situations. Therefore, the listeners should be attentive to grasp the ideas within limited time frame. For this, students are to be exposed to the authentic texts so that their comprehension level can be improved.

2.1.3 Listening Skills

Teaching listening is not a single skill. It is the integration of several skills. Listening basically involves two sub- skills: listening perception and listening comprehension. The former involves the recognition and discrimination of minimal segmental sound units, their combinations, rhythm, stress, intonation, etc. The latter, on the other hand, involves understanding the meaning of an utterance. Different scholars have mentioned different listening skills. These skills should be taken into account by the teachers while teaching listening.

According to Harmer (2008, p. 135) listening skill incorporates the following skills:

- i. Recognizing paralinguistic clues in the text
- ii. Extracting specific information from the text

iii. Getting the general idea of the text.

Regarding the components of listening, Rost (1994, p. 142) presents the following components in detail:

- Discriminating between sounds
- Recognizing words
- Identifying stressed words and grouping of words
- Identifying functions in a conversation
- Connecting linguistic cues to paralinguistic cues
- Using background knowledge and context to predict and then to confirm meaning
- Recalling important words, topics and ideas
- Giving appropriate feedback to the speaker
- Reformulating what the speaker has said.

Thus, listening is essential skill of language acquisition. While listening, the listener should be active enough to discriminate different sounds and their contextual use. The learners must be quiet sound in receiving sounds.

2.1.4 Listening Activities

Different activities can be exploited for teaching listening. The activities vary in accordance with the age, level, background of the students, purpose of listening and so forth. We can use several activities for teaching listening comprehension. Ur (2010, pp. 47-148) mentions a number of different kinds of listening for comprehension exercises, ranging from very “passive ones to very active ones”. They are given as below:

- Listening and making no response
- Listening and making short responses

- Listening and making longer responses
- Listening as a basis for study and discussion.

Following Rivers (1978, pp. 151-157), we can use the following activities in teaching listening:

- Sound and short-phrase discrimination
- Listening to dialogues already learned
- Games involving identification of words and phrases heard
- True-False questions
- Multiple-choice answers to questions given orally
- Questions are supplied beforehand, the student works out the answers as he listens.

There are many activities those should be used in teaching listening skill. The teacher can apply various activities on the basis of the level, age, competency, ability and classroom setting of the students. Rost (1994, p. 144) presents the following listening activities:

- Hearing prominent words
- Hearing pause unit boundaries
- Hearing assimilations, elisions and reductions
- Hearing differences in intonation patterns
- Guessing the meaning of 'weakened words' in an utterance
- Guessing the meaning of unknown words
- Discriminating between two similar words
- Deciding the meaning of unknown words
- Making predictions as we listen
- Filling the missing information, etc.

Thus, these all activities are essential for testing listening skill. The teachers should sound enough to adopt any one of these activities. The students should be made familiar with each activity.

2.1.5 Listening Strategies

Listeners while listening to any text employ a number of strategies. Listeners exploit such strategies to comprehend the listening text well. Several researches have also found that people who are successful in listening to a foreign language tend to use several general strategies. Lynch (2007, p. 16) calls such strategies as macro-strategies. Listeners employ such strategies to help themselves before, during and after listening.

They are described as below:

- **Predicting:** Thinking about the possible content of the lecture before listening.
- **Monitoring:** Noticing your problem as you listen and identifying areas of uncertainty.
- **Responding:** Giving your own opinion on the ideas presented by the lecturer.
- **Clarifying:** Preparing questions that you can ask the lecturer so as to get a clearer understanding.
- **Inferencing:** Making hypotheses when you are not sure of something, such as the meaning of an unfamiliar word or expression.
- **Evaluating:** Assessing how well you have understood the lecture.

In this way, listening is an essential activity for language teaching. The teacher should be more active enough to make the learners able to listen and do activities. There must be the application of number of activities to be applied while testing listening.

2.1.6 Materials for Teaching Listening

Listening skill cannot be taught without using materials. In order to make the teaching listening interesting, lively, and student-centered, different sorts of materials should be used. Since students learn from what they listen, the listening materials need to be a model for them. For this purpose, authentic materials should be exploited in teaching listening. Thus, the teachers should be clear about authentic and non- authentic materials prior to teaching listening.

Generally speaking, the material which is prepared for the purpose of teaching is called non-authentic material whereas the material prepared for some other purposes but can be used for teaching listening as well is called authentic material. In this context, Forman (1986, as cited in Underwood, 1989, pp. 98-99) made the strictest distinction between ‘authentic’ and ‘non-authentic’:

Any text is ‘authentic’ if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use. A text purporting to be a radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it was produced for some other purpose, e.g.as an imitation of a radio news bulletin for purposes of language teaching.

In this way, both the types of materials should be used while teaching listening. If the non-authentic materials are used only, students may not be familiar with the types of listening they hear in the real-life situations.

2.1.6.1 Types of Listening Materials

Broadly speaking, two types of materials may be used in teaching listening: live materials and recorded materials. If a teacher uses his/her own voice as the listening material, it is called live material and if the teacher uses the material produced by others, it is called recorded material such as cassette, CD, etc. The

actual speech of the teacher, students and other people is known as live materials. Live T.V. or radio programmes can be exploited as the live materials as well. They are generally natural. Recorded materials, on the other hand, are the materials recorded in the audio or video tapes. Audio-visual or only audio tapes can be used. In this context, Cross (1992, pp. 250-251) has classified the recorded material for listening on the basis of its content. He has categorized recorded texts under authentic, scripted and semi-scripted texts. They can be described as below:

- **Authentic Texts:** These are recordings made from the radio, live recordings made in the street or market place, unedited and unscripted talks or discussions by native speakers, and so on.
- **Scripted Texts:** These are recordings of fluent speakers reading exactly what is on a page, but trying to sound spontaneous. Published textbook and support materials are of this sort. They are not at all representative of the ways in which people really speak to each other, but they can be very useful, even so.
- **Semi- scripted Texts:** These are a useful compromise for teachers who want to exercise some control but who, even so, want a class to hear more or less authentic forms. The speakers are given guidelines but they are free to express these ideas in their own ways.

So, any kind of audio material can be used in the class for testing listening skill. The teacher should select authentic and reliable materials. Moreover, those selected materials should develop listening skill of the learners.

2.1.6.2 Criteria for the Selection of Listening Materials

While selecting the listening materials (i.e. recorded materials), certain criteria are to be followed. All the types of materials available in the market may not be suitable and appropriate for the students. Even within the same class, different types of materials may be used in accordance with the level of the students.

Therefore, the teacher has to adopt certain criteria while selecting those materials. If possible and feasible, the teachers can prepare the materials themselves. In this context, Underwood (1989, pp. 102-107) talks about following criteria:

- **Language:** While selecting the materials, the language should be considered. The materials should have the purpose of teaching language. Similarly, the language of the material itself should be appropriate.
- **Length:** The materials of appropriate length should be selected. Generally, too short and too long materials are not considered as good ones.
- **Content:** All the students cannot comprehend all sorts of texts. Generally, the students want to listen such types of texts which are useful to them. Thus, the content of the materials is to be deemed while selecting them.
- **The Use of Visual Support Materials:** If visual materials are used while teaching listening, teaching listening becomes effective. The visual materials like picture, chart, map, model, etc. are useful. Thus, whether the listening material has such support materials or not should be taken into account.
- **The Style of Delivery:** The style of the speech of the speakers in the listening text influences the listener's comprehension. Thus, the tone, stress, accent, etc. used in the materials should be appropriate in accordance with the learner's level.
- **The Speed of Delivery:** Different people have different speed of speaking. The tempo of speech varies person to person. The speed of the materials is to be appropriate.

- **Spontaneity:** The speech of the materials should be spontaneous. Spontaneous speech is the real one and it is used in real-life situations. In order to make the students familiar with the real-life situations, spontaneity should be considered while selecting listening materials.

In this way, the teacher must be sound to select appropriate listening material for the learners. The teacher must select such materials which should address the level of the learners.

2.1.7 Testing Listening

Listening is one of the crucial language skills. Therefore, like other skills it should be taught and tested properly and regularly. While testing listening, different aspects of language should be tested. These generally encompass grammatical knowledge, discourse knowledge, pragmatic knowledge, sociolinguistic knowledge, etc. In this way, the testers have to test the different aspects of listening skill. Listening perception and listening comprehension skills are to be taken into account while testing listening skills. In this regard, Buck (2010, p. 105) says that test developers would choose the following aspects of language competence which met the requirements of their test.

- Knowledge of the sound system: This involves the relevant aspects of grammatical knowledge, namely phonology, stress and intonation.
- Understanding local linguistic meanings: This involves the overall knowledge of grammar. For example, phonology, stress, intonation, vocabulary, syntax as well as the ability to use that knowledge in real life situations.
- Understanding full linguistic meanings: This includes grammatical knowledge plus discourse knowledge, and calls for the comprehension of longer texts.

- Understanding inferred meanings: This includes grammatical knowledge, discourse knowledge and pragmatic knowledge.
- Communicative listening ability: This includes grammatical knowledge, discourse knowledge, pragmatic knowledge and sociolinguistic knowledge.

Different techniques can be used for testing different aspects of listening. For instance, in order to test the knowledge of the sound system, minimal pairs, recognizing intonation and stress patterns, etc. can be exploited. Similarly, different types of comprehension questions can be adopted to test listening comprehension ability of the students. Buck (2010, pp. 134-147) talks about the following types of comprehension questions:

- **Short-answer questions:** In order to test the comprehension ability of the students short-answer questions can be used. Scoring will become reasonably fast provided that short-answer questions are designed. In order to make marking easy, the items that have unambiguous responses are to be written.
- **Multiple-choice questions:** Multiple choice item with three, four or even five options are in practice. However, constructing these items call for a high-level professional skill. Particularly, while using these items in any high-stakes assessment they should be pre-tested. The options in such items play a crucial role for their effectiveness. That is why, the options should be selected and/or written properly. Wu (1998, as cited in Buck, 2010, p. 143) found that multiple choice items favoured more advanced listeners, and that misinterpretations of the options led to test-takers selecting the wrong options, and conversely, test-takers selecting the correct options for the wrong reasons. Thus, options of such items should be selected with great care.

- **True/false questions:** This type of question is very common and popular. After presenting a text, one or more statements are given, and test-takers have to decide whether each statement is true or false. However, Burger and Doherty (1992, as cited in Buck, 2010, p. 147) claim that these questions are not suitable for listening because listeners normally focus on what is said, not on what is not said.
- **Inference questions:** These questions assess inferencing ability of the testees. These questions go beyond literal meanings. The inference can be about what the speaker means and what the test-developer expects. However, it can be difficult to design such questions, for the answers are not vividly stated in the text. Inference questions can generally address the following sort of information:
 - asking the main idea, or gist of the text;
 - asking about anything which is not clearly stated;
 - asking about any pragmatic implication, or logical entailment, that follows on from what the speaker said;
 - asking the meaning of indirect speech acts.

Listening skill is necessary for a number of purposes in the real life situations: listening to radio; listening to lecture, and so on. Spoken language is much more complex than the written language. Therefore, tests of listening are essential to acquaint learners with the complexities of the oral mode of communication.

2.1.8 Designing Tasks for Testing Listening

There may be different kinds of tasks for testing listening. The ESL teacher should be active enough to test listening. Actually, the procedures of testing should be based on some tasks. In this regard, Meys (2015, p. 3) gives the following tasks of testing listening:

- Use format familiar to the students.

- don't involve other aspects (focus on listening)
- Give context of situation in the rubrics.
- Allow students time to read questions beforehand
- Focus on information in the test and not issues which might be known due to background knowledge.

Thus, the language teachers can adopt different kinds of tasks for testing listening. The varieties of tasks and multiple ways of testing techniques make teaching full of fun and ultimately, learning becomes meaningful. Therefore, secondary level English teachers should be wise enough to design tasks for testing listening.

2.1.9 Listening Skill in Secondary Level English Curriculum

Present English curriculum of secondary level is based on the communicative approach to language teaching. It has incorporated four language skills and language functions in its content. Listening skill is also focused in the curriculum. In the examination, 10% of the total marks is allocated to listening skill. For the development of listening skill in the students, there is the provision of listening lesson in each unit of the textbook. For the purpose of teaching listening, CDC has developed audio cassettes for class nine and ten. The curriculum has mentioned the following objectives of teaching listening:

- Listen to spoken text, understand the gist and retrieve specific information from it.
- Record in note or make summary from the main points of spoken messages.
- Respond appropriately to spoken directions or instructions.

In this regard, the curriculum supports listening skill for developing learners' listening skill. The aim of the curriculum, in relation to listening, is to make learners familiar with the real voice of the target speech.

2.1.10 Teaching and Testing

Teaching and testing has always a whole and part relation. That is, teaching is whole whereas, testing is only a part of it. Actually, listening skill is an important and required skill for every English test and it comes out from the lessons that have been taught. To improve the listening skill, learners should practice listening every day. Listening exercises help to improve listening skills in deed. According to Sharma (2012, p. i) “ Teaching is considered as an art, science or profession.” And, he further says that “ testing is a part of teaching”. However, these two procedures are inherent in language learning.

According to Cross (1992, p. 191) states the interrelationship between teaching and testing, synonymously taken as evaluation, as follows:

Evaluation is as much a part of language teaching as are the materials, syllabus and approach. There should be an evident and harmonious relationship between course objectives and all these curriculum elements. You should avoid tests which exemplify poor teaching procedures. Many of the teaching activities ... are ideal test instruments in themselves. Most of the tests seen now could be used for teaching purposes, too. They are simple to contrive, demand little loss of teaching time and are easily marked. What is more, they can be carried out under quite difficult conditions.

In this respect, teaching and testing are interconnected. These two components cannot be separated since these are the core elements of a curriculum. When teaching takes place, testing comes automatically. That is the reason why, teachers must be able to test students immediately after teaching in order to measure whether the objectives of the lesson have been achieved.

2.1.11 Testing and Learning

Testing and learning are two integral parts of language acquisition. That is to say, testing supports learning, and learning gives a clear way to testing. That is the reason why testing and learning are the two inherent approaches of learning four skills of language. These two procedures depend upon the attitudes of the objectives of testing and learning. In this regard Cross (1992, p. 191) says:

A great value of classroom tests is their effect upon attitudes. You can indicate where your own priorities lie by the tests you give. If classes have nothing but written and formal grammar tests, they will perceive this as a lack of interest on your part in their listening, reading and speaking abilities.

Thus, testing should be goal oriented. The teacher must make learners able to face the test completely because it is wrathful. Moreover any sort of test which does not arouse interest, that does not come out with meaning. That is only waste of time and effort. Simultaneously a test should judge the value of each learner and should be feedback oriented. It should be a part of diagnostic element that can expose the strengths and weaknesses of the tester and testee both. Cross (ibid.), in this regard, says:

Another important aspect is the diagnostic element - the feedback obtained is of value to you and the students. Individuals can identify weaknesses and make efforts to overcome them. You can pin-point deficiencies in the programme and include needed remedial work in the ongoing instruction. Tests can even be used to enhance learning. By giving advance notice of the ground to be covered in a test, you can virtually ensure that the learning is done beforehand.

In fact, testing and learning are unavoidable elements of language learning. Learners need to be tested to measure their level of learning. On the other hand, the test should diagnose their level of competence.

2.2 Review of the Empirical Literature

Listening skill occupies significance scope in language teaching though it is not taken importantly in the context of Nepal. Specially, in Nepal, it is received as the attention of educationists, course designers, methodologists and ELT experts and so on. There have been many studies carried on listening comprehension of a foreign language. However, some studies have been carried out on teaching listening. In Nepal, listening has been incorporated in some recent studies.

Singh (2000) conducted a research on “Testing Listening Comprehension of Grade Eight Students”. It was a comparative study where he compared the listening proficiency level of the students of grade eight from public and private schools. His finding was that the students of private schools were far better than those of public schools in listening comprehension.

Timsina (2000) conducted a research on “The Effectiveness of Recorded Materials over Conventional Techniques in Testing Listening Comprehension”. It was the experimental research carried out in Jhapa district on the students of grade nine. He used two types of materials: live and recorded. He taught and tested experimental group using recorded materials and control group using live materials. They were taught for twenty days. His finding was that the live materials were more effective than the recorded ones.

Acharya (2001) carried out a research entitled “The Effectiveness of Recorded Materials and Live Materials in Testing Listening”. It was comparative study carried out in Kaski district on the students of grade four. It was an experimental research where control group was taught by using live materials, whereas experimental group was taught by using recorded materials. He found

that there was no significant difference between the scores of both control and experimental group. There was almost the same result.

Aryal (2001) conducted a research entitled “A study on Testing Listening Proficiency of Grade Ten Students”. It was carried out in Gorkha district. He wanted to find out whether students performed better in seen text or unseen text. He administered a listening comprehension test using both texts and he found that there was no significant difference in the performance of the students in relation to seen and unseen texts.

Khadka (2002) conducted a research entitled “A Comparative Study of Testing Listening Comprehension between Urban and Rural Students”. The test was administered in four public schools of Nepalganj Municipality and four public schools of rural areas of Kathmandu valley for the purpose of research. The listening comprehension level of the students of urban area outside Kathmandu valley seemed to be poor as they secured 48.86% mark in average, whereas the listening comprehension level of the students of rural areas of Kathmandu valley seemed to be good as they secured 70.5% mark in average. In this way, his finding was that the listening comprehension level of the students of rural areas of Kathmandu valley is better than those of urban areas outside Kathmandu valley.

Rana (2003) carried out a research on “Listening Abilities of the Nepalese Learners of English”. He conducted this research on the students of PCL first year and Masters Degree first year of different streams and institutes. He administered tests to them in order to find out their listening abilities. He found that the students learning in University level in Nepal have high listening ability. In his finding, he found that the listening ability of the Nepalese learners was 85.95 percent.

Lamichhane (2004) in her study “Listening Comprehension of Grade IX Students in Recorded Materials” found that recorded materials are essential for building up listening skill. Aiming to find out the essentiality of recorded

materials, she found that the recorded materials help learners listen carefully, and this sort of listening makes learners perform better. Those students who are exposed to the authentic recorded materials can achieve better in developing listening skill. She concluded that the students of grade nine were found to be good in listening comprehension under recorded materials.

Yadav (2004) carried out a research on “Listening Skill in Secondary English Curriculum”. He studied the objectives of listening set in English curriculum of secondary level and then analyzed the listening texts, varieties of listening text, the types of exercises, etc. His finding was that the listening texts given in the course have been taken from authentic sources and the voice recorded in the cassette has maintained tone, pitch and intonation.

However, this research is different from other research works so far in a sense that it attempts to find out the techniques and activities used by the secondary level English teachers of the government aided or community schools. It also attempts to find out the gap between the teachers’ theoretical knowledge and its application in the classroom.

2.3 Implications of the Review

The central focus of the literature review is to find out and analyze what has been done before in the field of testing listening skill. Thus, the review of related literature is an integral part of the research. It makes a valuable contribution to every operational step. The most important function of the literature review is to ensure researcher read widely around the subject area to broaden the horizon of knowledge in the related field.

According to Kumar (2009, p. 30) reviewing the literature is 'rewarding' in carrying out research. He further highlights on the importance of reviewing literature as:

- a. bring clarity and focus to your research problem
- b. improve your methodology

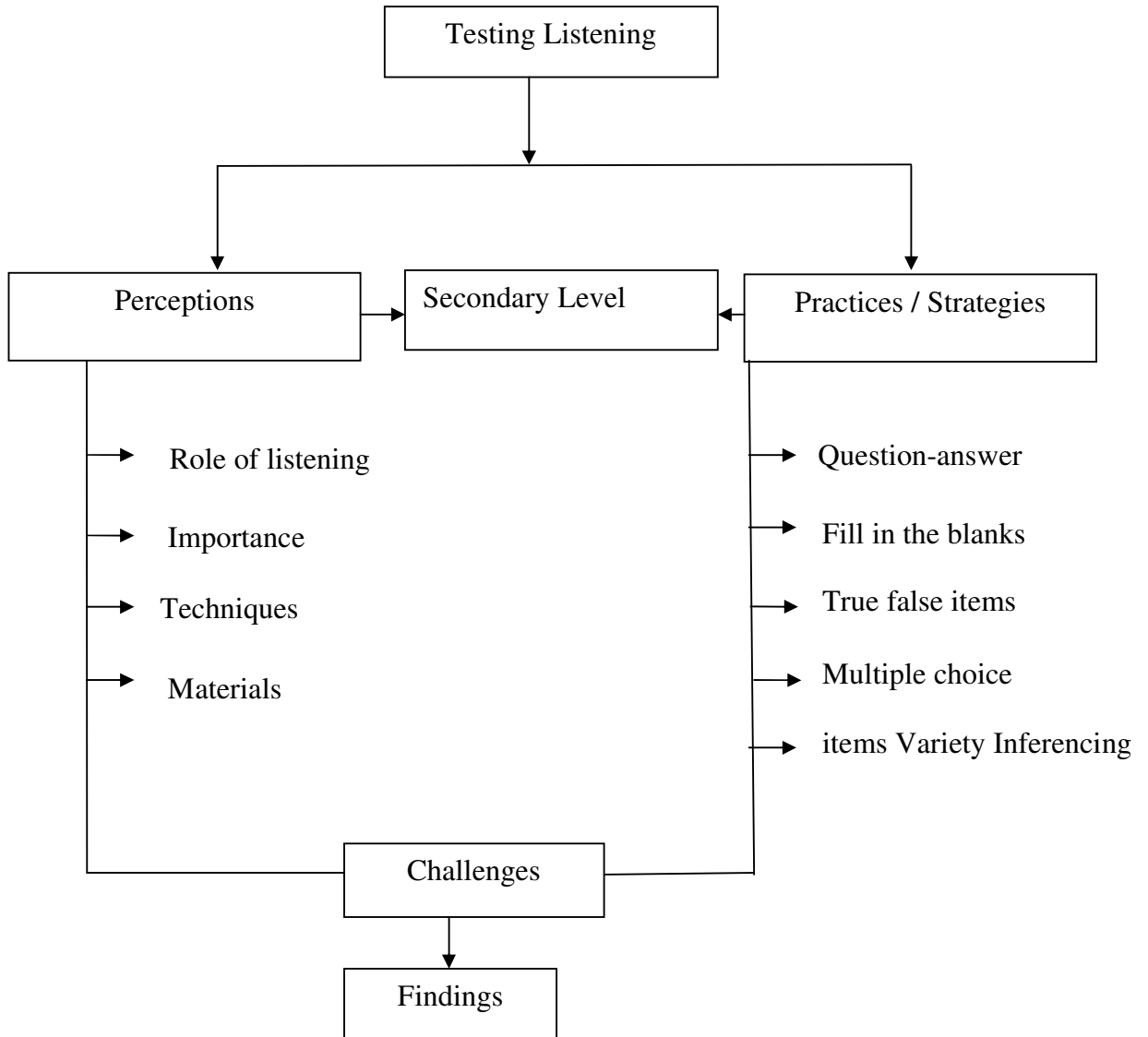
- c. broaden your knowledge base in your research area
- d. contextualize your finding

While reviewing the literature, the researcher has gone through the different existing literature, articles, journals, magazines, bulletins, books and other related materials. On the basis of the existing literature and the research works carried out in the international scenario, the researcher had developed the insight and prepared this research work.

Moreover, the research works and books authored by different scholars like Harmer (2009), Ur (2008), Larsen-Freeman (2010), Buck (2010), and others helped the researcher carry out this research. Therefore, the review of the literature has made this research more reliable and informative which could be one of key research works to design curriculum and textbooks for the secondary level.

2.4 Conceptual Framework

The following conceptual framework is drawn for this research after the detailed study of the related literature:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodology and procedures used in the research. It includes the design of the study, sample population, sampling procedures, data collection tools, data collection procedures, data analysis and interpretation procedures.

3.1 Design of the Study

The researcher should follow a certain research design while carrying out a research. Actually there have been different research designs such as; experimental, survey, case studies, action research, experimental, quasi-experimental, ethnographic, qualitative, quantitative, mixed design and so on.

In order to meet the objectives of this study the researcher has adopted the survey research design. Actually, a survey research is defined as a brief interview or discussion with individuals about a specific topic. The term survey is often used to mean 'collect information.' It also means to collect related information from the target informants. According to Devin (2015, p1) the survey research includes the following three types of research questions:

- **Questionnaires** - a series of written questions a participant answers. This method gathers responses to questions that are essay or agree/neutral/disagree style.
- **Interviews** - questions posed to an individual to obtain information about him or her. This type of survey is like a job interview, with one person asking another a load of questions.
- **Surveys** - brief interviews and discussions with individuals about a specific topic. Yes, survey is also a specific type of survey, to make

things even more confusing. A survey is a quick interview, with the surveyor asking only a few questions.

According to Cohen and Manion (1985, as cited in Nunan, 1992, p. 140), "surveys are the most commonly used descriptive method in educational research and may vary in scope from large-scale government investigations through to small-scale studies carried out by a single researcher." That is to say, the survey research is carried out either in a large-scale or in a small-scale. They further state, "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/ or events at a single point in time." In this sense, survey research is different from other types of research. There is a limited or fixed time for data collection in survey research and is conducted in a natural setting.

Regarding the educational survey research, Cohen, Manion and Marrison (2010, p. 206) state, "Surveys in education often use test results, self-completion, questionnaires and attitude scales." So, surveys are helpful for collecting factual information. The surveys are also descriptive and analytical. Cohen, Manion and Marrison (ibid. p. 208) state as:

Survey can be both descriptive and analytical. Descriptive surveys simply describe data on variables of interest, whereas analytical surveys operate within hypothesized predictors or explanatory variables that are tested for their influence on dependent variables.

Thus, the researcher carried out this research work with the survey research design. The researcher followed the procedures preferred by the survey research. It aims to find out the perceptions of the secondary level English teachers regarding testing listening. The data have been analyzed descriptively and analytically.

3.2 Population and Sample

The population of the study were the secondary level English teaches of government aided schools of Kathmandu district. The researcher followed non-random sampling procedure, i.e., purposive sampling to achieve the concerned objectives of the study.

3.3 Sampling Procedures

The researcher selected 30 government aided secondary schools of Kathmandu district on the basis of purposive non-random sampling procedure from all different parts of the Kathmandu Valley.

3.4 Data Collection Tool

A questionnaire for secondary level English teachers was the tool which the researcher used to collect data for this research.

3.5 Data Collection Procedures

In order to collect the data, first the research tool (i.e., questionnaire for teachers) was developed. Then the researcher talked to the authorities and took permission to apply the research tools for collecting data. After that, the researcher built rapport with the informants and explained the detail about the research to the target informants. Then, the researcher applied research tools for collecting data. Finally, the researcher collected required information from the informants.

3.6 Data Analysis and Interpretation Procedures

Regarding the analysis of data, first of all, the data were collected from the target informants. Then the data were scrutinized in general and they were put under the different headings. After that, the sub-headings for data analysis were developed and the data were analyzed descriptively. Finally, the data were analyzed, explained and interpreted on the basis of the responses given by the teachers.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with the results and discussion of the data collected for this study from the target informants. The descriptive approach has been adopted to interpret the collected data. The data have been analyzed and interpreted in terms of different sub-headings.

4.1 Analysis of Teacher Perceptions on Testing Listening

Listening, the basic skill of language acquisition, is the foundation skill of language learning. Except the school level, it is also necessary in the university level for the better learning. However, the teachers' attitude towards testing listening is totally different from testing rest of the language skills (i.e., speaking, reading and writing).

4.1.1 Secondary Level English Teachers' Perceptions on Listening

The perception of teachers refers to how the teachers take listening skill. It incorporates the teachers' attitudes towards listening skill. The following table presents secondary level teachers' perceptions on listening skill:

Table 1

Secondary Level Teachers' Perceptions on Listening

Item No.	Perception on Listening	No. of Teachers	Percentage (%)
1	Productive skill	3	10%
2	Receptive skill	25	83%
3	Passive skill	2	7%
4	No Idea	-	-

According to the data presented in the above table, the English teachers take listening skill as a receptive skill. They find this skill as a receptive skill.

Actually, 83% secondary English teachers stated that listening skill is a receptive skill and rest of the teachers stated that it is a productive and passive skill. The percentage of the teachers is 10% and 7% respectively. Therefore, it is clearly stated that listening is a receptive skill of language acquisition. The learners must listen for developing language. There were no teachers who were unfamiliar about the listening skill.

Moreover, almost all the teachers stated that listening skill of language learning should be taught and tested along with the other skills of language learning.

They stated as:

Listening skill is one of the core skills of language acquisition. It should be taught and tested together with the rest of the other skills of language learning. The test should be designed for all the skills as directed by the curriculum. [T4, T5, T21, T25, T28]

Thus, it can be said that listening skill is not a passive skill. Instead, it is an active skill as well. The internal processing takes place while listening actively.

4.1.2 Approach of Testing Listening

Testing listening is an approach of measuring the listening ability of the students. It should be tested as it is taught. Regarding the approach of testing listening the following question was asked:

Do you think that listening is to be tested in isolation or along with other skills?

The secondary level English language teachers have a common perception on the approach of testing listening. Almost all the teachers stated that listening should be tested along with the rest of the other four skills of language learning. They stated:

*Listening cannot be tested in isolation. It is an integrated skill.
Listening is one of the core skills of language learning. Listening*

supports in acquisition of other skills. Listening should be highly focused with speaking. ... Learning cannot take place without listening.

Moreover, three teachers (T21, T24 and T29) had stated different views on the approach of testing listening. They stated:

Listening is the first skill of language learning. Students should be taught listening first in isolation. They cannot develop other skills without listening.

Thus, testing listening is an integrated approach. Teachers in secondary level teach and test listening skill with the other skills of language learning.

4.1.3 Importance of Testing Listening

Listening is a core skill of language acquisition. It should be taught and tested. It is very important skill of language development. Regarding the importance of testing listening, the following question was asked:

Why do you think it is important to test listening?

Secondary level English language teachers have stated different views on the importance of testing listening. However, all the teachers agreed that it is very important skill to be tested. They stated their views differently as:

Testing listening is very important in school level because it shapes the language learning process. It is very essential because the rest of the three skills of language learning cannot be developed without listening. Therefore, testing listening is crucial for measuring the ability of learning other skills of language.

Moreover, some teachers stated the reasons of testing listening in different ways. They opined as:

Testing listening helps learners' ability of learning other skills of language learning. It provides a clear way to learn language. ... Listening is the fundamental skill of language acquisition. If it is not tested, speaking cannot be tested at all.

Therefore, testing listening is essential for measuring the listening ability of the learners. It should be taught and attested in school levels. Teaching listening becomes complete only after testing it.

4.1.4 Components of Testing Listening

Testing listening is testing of a basic language learning skill. The secondary teachers have different attitudes regarding testing listening. The following question was asked regarding finding out the components of testing listening:

What does testing listening include?

Secondary level English language teachers stated different views regarding the components included in testing listening. The teachers stated their views as:

- *Testing listening skill includes testing of a basic skill [T1, T5, T7, T19]*
- *Testing listening skill includes testing of a receptive skill [T6, T18, T25, T26]*
- *Testing listening skill includes testing of a language skill [T4, T19, T20, T21]*
- *Testing listening skill includes testing of a learning skill [T6, T10, T13, T14]*

The secondary English teachers support that listening skill is one of the inherent skills of language learning. It should be incorporated with the rest of other skills. Regarding its' inclusion one of the teachers (T15) said:

Listening skills should be included with the other skills of language learning. The students should be well taught and tested the four skills of language learning equally.

On the basis of the analysis, it is clearly stated that listening skill should be include in the course in all the levels. If this skill is included in the course, there will be proper way of learning. This skill comprises a basis skill of learning.

4.1.5 Necessity of Testing Listening at Early Stage

Listening starts from the very early stage of language learning. Therefore, teaching and testing of listening skill should go side by side. The following table presents secondary level teachers' perceptions on testing listening at early stage:

Table 2
Necessity of Testing Listening at Early Stage

Question	Response			
	Yes		No	
Necessity of testing listening from the early stage	No.	%	No.	%
	30	100%	-	-

According to the above table, all the secondary level English language teachers (100%) stated that listening skill should be tested from the very early stage of teaching. No teachers said that this skill should be ignored in the early stage of teaching and learning.

Thus, teaching and testing listening have direct impact on language learning. Teachers should test listening skills from the very first stage of teaching. Each unit should be preceded by testing listening.

4.1.6 Integration of Testing and Teaching

Listening is a basic skill of language learning. It should be introduced form the early stage of leaning. The teachers should create a good environment for teaching and testing this skill. The following table presents the secondary level English language teachers' views on integration of testing and teaching:

Table 3
Integration of Testing and Teaching

Question	Response			
Integration of testing and teaching	Yes		No	
	No.	%	No.	%
	30	100%	-	-

According to the above table, all the secondary level English language teachers (100%) stated that teaching and testing should go side by side. No teachers said that teaching and testing are isolated activities.

Thus, teaching and testing both have direct impact on language learning. Teachers should teach and test simultaneously for developing language learning in the students.

4.1.7 Inclusion of Listening in the Curriculum and Textbooks

Secondary level English language teachers do have different perceptions on the inclusion of listening skill in the current curriculum and textbooks. The following questing was asked regarding the inclusion of listening skill in the current curriculum:

Should testing listening be openly mentioned in the curriculum and textbooks?

Secondary level curriculum provides well spacing for the listening skill. According to the secondary level English language teachers' perceives, listening skill is satisfactorily included in the curriculum. They (T12, T16 and T22) said, "*The space of listening skill is satisfactory*". On the other hand, some teachers stated that listening skill is well included in the secondary level curriculum and textbooks.

Moreover, some English language teachers stated that the inclusion of the listening skill in the secondary curriculum is not satisfactory. They are not

satisfied with the inclusion of listening skill in the curriculum and textbooks. They (T25, T27 and T29) said:

Listening skill is partially included in the secondary level curriculum. It is not given much priority in the classroom teaching as well. The exercises are also very few in comparison to other skills.

Thus, on the basis of the discussion it is stated that listening skill should be included in the course and the piratical aspects of this skill should also be included in the course. This skill should be given much priority in the curriculum and textbooks.

4.1.8 Testing Techniques for Listening in the Present Curriculum

The secondary level present curriculum contains various kinds of testing techniques for listening. The teachers were asked the following question regarding the testing technique existing in the present curriculum of secondary level:

Does our present curriculum include the testing techniques for listening?

All the teachers agreed that the present curriculum contains different sorts of testing techniques in the curriculum. They said:

Curriculum is the roadmap for teaching and learning. It contains various techniques for testing listening. There are some techniques for oral testing and some techniques for written testing. Multiple choice items are used for testing listening. ... Fill in the gaps are given for testing listening. ... True or false? ... [T2, T12, T19, T24]

Thus, secondary curriculum guides various kinds of techniques and strategies for testing listening skill. This skill is given the least importance space (i., e., 10%) in the curriculum.

4.1.9 Teaching and Testing in ELT

Testing has a prominent role in language teaching. It provides a basic guidance to language learning. Regarding the interrelation in teaching and testing the following question was asked:

Many people say that teaching and testing listening is neglected in our case. What would you say about it?

Secondary level English teachers have different views on teaching and testing in our curriculum and textbook. They stated as:

Listening has very little space in our course. ... Listening is given only 10% space in the curriculum. ... Listening is given no more priority in the course. .. It is given no more priority in the textbooks of the secondary level. [T11, T15, T21, T25]

Hence, some teachers have stated different views regarding the priority given to listening skill in the secondary curriculum and textbooks. They stated as:

Listening skill is given a little priority in the curriculum. The textbooks are designed as directed by the curriculum. Testing items are presented as per the direction of the curriculum. Each unit of the textbook has listening exercises. [T8, T16, T28]

Thus, listening skill is not totally neglected in the curriculum. The secondary textbooks have been contained with the testing items of listening skill.

4.1.10 Listening Exercises in Secondary Textbooks

Listening exercises mentioned in our textbooks help testing the listening skill. They provide the contents for teaching and testing. Regarding the completeness of listening exercises in secondary textbooks the following question was asked:

Are the listening exercises given into our textbooks sufficient for testing listening?

The secondary level English language teachers teaching in the government aided schools stated that the listening exercises are give with little importance. They stated:

Listening exercises are given less priority in the textbooks.... The exercises are not full of varieties. ... The exercises for listening are not enough for developing linguistic competence.... The exercises are designed on the same pattern. [T12, T16, T20]

Furthermore, some teachers stated as:

Listening exercises are made only for the sake of exercises. They cannot help developing language skills. The audio materials are not enough for the listening skill. The exercises for listening cannot be tested in the class. [T3, T5, T7. T9]

Thus, the secondary level textbooks do not contain the varieties of testing exercises in the textbooks. They lack the varieties in the testing items in listening.

4.1.11 Focused Language Skill in ELT

Language learning is the learning of four skills of language viz. listening, speaking, reading and writing. These all the skills are equally important for the holistic development of language.

The following table presents secondary level English language teachers' views towards focused language skills in ELT:

Table 4

Focused Language Skill in ELT

S. N.	Language Skills	No. of Teachers	Percentage (%)
1.	Listening	23	76%
2.	Speaking	3	10%
3.	Reading	2	7%
4.	Writing	2	7%

According to the above table, the highest number of teachers stated that listening skill should be focused first while teaching. There are 76% secondary English language teachers supporting this view. Similarly, 10% secondary English language teachers support that speaking should be focused with much importance whereas, 7% English language teachers support on focusing reading skill and the same per cent teachers focus on the writing skill.

Some teachers who supported to focus on listening skill stated as:

Listening is the fundamental skill of language of learning. ... No language can be learned without listening.... Each learner should be taught listening before teaching speaking. ... We must focus on listening skill first while teaching and testing. [T9, T13, T17, T21]

4.1.12 Role of Teacher in Testing Listening

Teachers have the greatest role in testing all the skills of language. Specially, formal teaching and testing is not possible without the active role of teachers. The following question was asked regarding the role of teacher in testing listening:

What should be the role of teacher in testing listening?

Secondary level English teachers stated different views regarding the role of teachers in testing listening. They stated:

The teacher has a prominent role in testing listening. It is the teacher's duty to test the students. ... Teachers should construct the test items. ... Teachers should design the test papers. ... Teacher is the reliable source of designing the tests of listening. [T5, T8, T14, T20]

Moreover, some teachers expressed different views on the role of teacher in testing listening. The stated from the point of view post method pedagogy. They stated:

Teacher is a facilitator. The teacher should design the test items as per the interest of the learners. The teacher should be able to design varieties of test items. [T15, T21, T30]

Thus, the teacher has a great role in testing listening. Teacher made test items help students improve their language skills in a great deal.

4.1.13 Role of Testing Listening for Developing Speaking

Listening skill helps developing rest of other skills of language. Specially, listening skill helps the speaking skill because both of these skills are the fundamental skills of language learning. Regarding the support of listening skill for developing skill, the following question was asked:

Do you think that the testing of listening skill can be supportive for developing speaking?

Regarding the support of testing listening for developing speaking skill, secondary level English language teachers expressed their views as:

Testing of listening skill has a great role in developing speaking skill. ... Listening skill provides a complete support to speaking. ... Listening and speaking are the primary skills of language learning. ... No speaking can be complete without listening and listening in isolation does not have any existence without speaking.

Thus, English language teachers take testing listening and development of speaking has interrelation. Each skill is supportive for the next one.

4.1.14 Role of Teacher Professional Development in Testing Listening

Teachers Professional Development (TPD) is one of the keys of successful teaching. It is essential for the meaningful teaching. It employs the teachers to be able to teach meaningfully. The following question was asked regarding the role of TPD in testing listening:

Do you think that the trainings on Teacher Professional Development address the issues of testing listening?

English language teachers teaching in secondary level stated that the TPD is one of the key tools of improving teaching skill. They stated that TPD has a supporting role for teaching and testing. They stated as:

TPD is a professional training. It is essential for teaching in schools. It helps teachers teaching their own subjects. It is a basic training for testing. Each skill can be easily tested if the teacher is TPD trained. TPD helps teachers to bring changes in testing listening skill.

TPD helps teachers in testing listening in a great deal. This skill can be well tested and well applied in the class if the teacher is well trained on TPD and at the same time if the testing listening is well administered by the teachers, there will be better opportunity for developing teachers' professional development.

4.1.15 Role of Curriculum Designers and Textbook Writers Regarding Testing Listening

Curriculum designers and textbook writers both have a great role in determining the testing items. Secondary level English language teachers were asked the following question:

What would you like to suggest to the curriculum designers and textbook writers regarding testing listening?

Secondary level English language teachers stated their different views on the role of curriculum designers and textbook writers regarding testing listening. They make the following remarks:

- *The curriculum designers determines the test items to be included in the curriculum whereas, the textbook writers make decisions to select the particular item to be included in the textbooks. [T8]*

- *The curriculum designers and the textbook writers both have a crucial role to select the items for testing listening. [T14]*
- *Both the curriculum designers and the textbook writers can select and grade the appropriate items for testing listening. [T18]*

Moreover, the teachers made the following suggestions for the curriculum designers and the textbook writes regarding the test items of listening:

Testing listening is a crucial task in language learning. The curriculum designers should make a clear vision in the curriculum for keeping the test items of listening. ... The textbook designers should create more creative and level-based items for testing listening. The test items should create interest on the students. [T21, T26, T28]

Thus, the data shows that curriculum designers and textbook writers should have equal importance in designing the test items in testing listening. The curriculum designers should show the path and the textbook writers should lead the learners towards the right path.

4. 2 Practices and Challenges of Teachers in Testing Listening

English teachers face various kinds of problems while testing listening skill in the secondary level English classes. Specially because of the lack of sufficient teaching materials, the teachers feel uneasy for teaching this skill. Moreover, some schools do not possess the listening equipments for teaching and testing. The school nether has the cassette player not the listening cassette. Similarly, some schools lack adequate rooms for teaching and testing listening skill. They do not have listening-friendly rooms.

4. 2.1 Teachers' Techniques Used in Testing Listening

Testing listening is a tactful job. The teachers should be active enough to test listening. At the same time, the secondary curriculum requires varieties of testing items while testing any language skill. The following question was

asked regarding the techniques employed by the secondary level English language teachers:

What techniques do you use in testing listening skill?

Secondary English teachers' adopt different testing techniques while testing listening. English teachers specially use five different kinds of testing techniques while testing listening skill. They adopt the following techniques:

- *Fill in the blanks*
- *True or false?*
- *Questions and answers*
- *Group work and pair work*

Thus, it is sated that listening skill is best tested through the fill in the blanks items. If the students have been provided with the authentic listening materials and tested through the closed test items, there becomes better performance. English teachers prefer testing listening skill through the cloze test items.

4.2.2 Complication of Testing Listening

Testing listening is one of the tough jobs in language learning. It is very tough because of the lack of testing materials and authentic materials for testing. Regarding the complication of testing listening, the following question was asked:

Do you think testing listening is more complicate than other skills? If yes, why?

Secondary level English language teachers stated that testing listening is more complicated than other skills. Some of the reasons they stated are:

- *There are very limited resources on listening. [T6]*
- *The testing items are not sufficient in the class. [T11]*
- *The classes are noisy and often large one. [T15]*
- *Listening skill has with only 10% priority in the curriculum. [T21]*

– *Students do not understand the authentic voices. [T29]*

Thus, testing listening seems more complicated than testing other skills. The classroom environment and the availability of the listening resources are the main responsible factors for creating difficulty in listening.

4.2.3 Emphasis on Testing All Skills in the Curriculum

Language learning becomes meaningful when the four skills of language are given equal emphasis. The following question was asked regarding the emphasis on testing all skills in the curriculum:

Does our curriculum equally emphasize on testing of all skills?

The curriculum has not given equal emphasis for testing listening skill. Listening is given the least priority in teaching and listening. Secondary level English language teachers stated:

Our curriculum do not equally emphasize on testing all the skills. Listening has the least priority. Reading and writing are given the top most priorities. Testing listening has no more priority. Listening is tested for the coverage of 10% marks in the examination. [T15, T18, T24]

The teachers also stated that testing listening has no more varieties. The test items are very limited.

4.2. 4 Teachers' Views on the Testing Activities in our Curriculum and Other Materials

Curriculum is a roadmap of teaching. The activities suggested by the curriculum should be followed by the teachers while teaching and testing. According to teachers, the following testing activities have been included in our curriculum as mentioned in the table:

Table 5
Testing Activities in Our Curriculum

S. N.	Testing Activities in our Curriculum	No. of Teachers	Percentage (%)
1	Listening comprehension	14	48%
2	Cloze test	9	32%
3	Open ended questions	3	10%
4	Listen and draw	2	5%
5	Listen and act	2	5%

According to the data, secondary English teachers view that specially there are five different kinds of testing activities adapted in the ESL classrooms. There are 48% English teachers adapt listening comprehension and 32% teaches apply close test for testing as:

Listening is for comprehension. The students should comprehend what they hear. They should be able to answer the questions based on the listening texts. The students should be given simple cloze tests. The test should be more practical and short as well.

Moreover, 10% teachers apply open ended questions for testing listening and 5% teachers apply listening and drawing sorts of activities in testing listening and the same per cent of teachers apply listening and acting activities.

On the basis of the data, it is stated that the secondary level curriculum incorporates the different activities based on listening comprehension and cloze test items. The curriculum focuses on such activities which basically focus on the comprehension of the learners.

4.2.5 Materials and Activities Used by Teachers While Testing Listening

No teaching is complete without teaching materials. If teaching requires materials, obviously testing also requires materials. A good test is a resourceful test. The teachers should use varieties of materials while testing. The following table presents the materials used by the English teachers in testing listening:

Table 6

Name of the Materials Suggested

S. N.	Name of the Materials Suggested	No. of Teachers	Percentage (%)
1	Audio	2	7%
2	Visual	3	10%
3	Audio-visual	25	83%

According to the data, almost all the English teachers favoured the audio-visual materials for testing listening. There are 83% teachers who use and prefer to use audio –visual materials for teaching and testing listening skill. Secondly, only 10% English teaches suggest visual materials and 7% suggest audio materials to use in testing listening. Frequently English teacher stated as:

Audio visual materials are more preferable to testing listening skill. The students can understand through listening and seeing. The testing process will be more easier if they get listening scripts with visual.

Thus, it is clearly stated that the best testing materials for listening are the audio-visual materials. If the audio-visual materials have been applied, listening skill will be more effective. Therefore, the teachers prefer such materials. Only the use of audio materials does not have much effect on the learners.

4.2.6 Application of Three Stages in Testing Listening

The following table presents secondary level English language teachers' views on application of the three stages (i., e., pre-listening, while-listening and post-listening stages) while testing listening:

Table 7

Stages in Testing Listening

Question	Response			
	Yes		No	
Application of three stages in testing listening	No.	%	No.	%
	30	100%	-	-

According to the table above, all the secondary English language teachers follow the three stages (i.e., pre-listening, while-listening and post-listening) while testing listening skill. All the teachers are completely conscious of the different stages of teaching and testing.

4.2.7 Pre-listening Activities Followed by the EL Teachers

Testing listening is a procedural activity. There are many activities which the teacher can apply before the real testing. The following table presents the pre-listening activities followed by English language teachers:

Table 8

Pre-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Telling about the text	2	7%
2	Making students ready for listening	3	10%
3	Dividing class into different groups	25	83 %

According to the above table, secondary level English language teachers adopt three main pre-listening activities while testing listening. The majority of secondary level English language teachers divide the class into different groups as pre-listening activities. There are 83% English language teachers who adopt this activity. Similarly, 10% English language teachers make students ready for listening and 7% English language teachers explain about the text as pre-listening activities.

Thus, secondary level English teachers divide the class into different groups as pre-listening activities. It is the most preferred activity at the pre-listening stage.

4.2.8 While-listening Activities Followed by the EL Teachers

While-listening activity is one of the main activities of testing listening. There are many activities which the teacher can apply while testing listening. The following table presents the while-listening activities followed by English language teachers:

Table 9

While-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Playing the text	28	93%
2	Explaining the text	2	7%

According to the above table, secondary level English language teachers adopt two main while-listening activities while testing listening. The majority of secondary level English language teachers play the text during while-listening. There are 93% English language teachers who adopt this activity. Similarly, 7% English language teachers explain the text to the students.

Thus, secondary level English teachers play the text of listening during the while listening activities.

4.2.9 Post-listening Activities Followed by the EL Teachers

Testing listening does not end after playing the testing text. There are some other activities which the teacher has to accomplish. So, there are many activities which the teacher can apply as post-listening activities. The following table presents the post-listening activities followed by English language teachers:

Table 10

Post-listening Activities Followed by the EL Teachers

S. N.	Activities	No. of Teachers	Percentage (%)
1	Asking to tell what they have heard	5	17%
2	Giving questions	22	73%
3	Asking in group	3	10 %

According to the above table, secondary level English language teachers adopt three main post-listening activities while testing listening. The majority of secondary level English language teachers give questions as post-listening activities. There are 73% English language teachers who adopt this activity. Similarly, 17% English language teachers ask questions what the students have heard and 10% English language teachers ask questions in groups during the post-listening activities.

Thus, the data shows that English language teachers give questions to the students as the post-listening activities.

4.2.10 Challenges Faced by Teachers in Testing Listening

English teacher teaching in Nepal face multiple problems in testing listening skill. In fact, testing itself is a challenging job. However, the teachers should come up with them. The following question was asked regarding the challenges faced by teachers in testing listening:

What are the challenges for teachers in testing listening?

English language teachers face different challenges in testing listening. One of the challenging situations is lack of appropriate classrooms for testing listening. They stated, "*testing activities cannot be held in the existing classrooms*". one of the secondary level English language teachers stated as:

We have poorly constructed classrooms. We cannot test listening properly in the large classes. The classrooms are not sound proof. The external noise is the root cause of creating difficulty in testing listening. [T22]

Similarly, English teachers face difficulty in testing listening because of the large classes, lack of testing materials and other external situations. The external situations include students' motivation, appropriate timing for testing, administrative support for regular testing and so on. They stated:

Testing listening is being challenging because of large classes. There are many students in the same class which we cannot maintain silence in the class. ... The listening materials are not available in the school. We cannot take the listening classes regularly. ... There are not enough varieties of listening materials in the school. [T3, T5, T14, T21, T29]

Thus, appropriate classrooms should be maintained for testing listening effectively. If the classrooms are not learner friendly, there is no possibility of testing learners effectively. In such circumstances, testing listening becomes useless job. Similarly, large classes and lack of listening materials also cause

problems to the teachers. Therefore, such challenges should be address as far as possible.

4.2.11 Challenges Faced by Students in Testing Listening

Testing listening is a one of the challenging jobs in language learning. Specially testing listening becomes tougher if the classroom environment becomes noisy. The following question was asked regarding the challenges faced by the students in testing listening:

What are the challenges that your students face in testing listening?

Secondary level English language teachers stated that the students faced different sorts of challenges in testing listening. They stated as:

Testing listening is very difficult job if the students do not understand the foreign speech. ... The noisy classes create the greatest problem in testing listening. ... The time limitation is one of the root causes of testing listening. [T1, T4, T11]

Moreover, some teachers stated that *lack of English speaking zone in the school is one of the main causes of trouble in testing listening [T13, T17, 18]*. Some other teachers also stated that students face difficulty in testing listening because of 'motivation' in listening [T15, T20].

4.2.12 Challenges Faced by Teachers Because of Testing Materials

Testing materials play a crucial role in testing listening. There should be proper materials for testing and they should be familiar with the students and teachers. The following question was asked regarding the challenges faced by teachers because of testing materials:

Do you face any challenges because of the testing material? If yes, please mention some.

Secondary level English language teachers stated multiple views regarding the challenges due to the testing material. The higher number of teachers (i., e.,

70%) stated that the lack of enough materials is the root cause of testing listening. Some teachers stated:

There are no listening materials in for listening. ... There is only 10% coverage of listing listening in the curriculum. ... The test items presented in the textbooks are not asked in the exam. ... There are very limited resources for testing listening in the schools. [T1, T6, T11, T21]

English language teachers find testing more difficult job because of the lack of testing materials. They take playing a cassette player is only the means of testing listening; and there is not cassette player in many schools.

4.2.13 Challenges Faced by Teachers due to Curriculum and Textbooks

Listening is a fundamental skill. It is also a basic skill of language learning. Sometimes it is tough due to the limited sources existing in the textbooks or sometimes a vague concept in the curriculum. The following question was asked regarding the challenges faced by the teachers due to curriculum and textbooks:

Do you face any challenges due to the curriculum and textbooks?

The secondary level English language teachers stated different views regarding the challenges they have faced due to the curriculum. They stated as:

The curriculum is much tough to design the contents.... It has allocated very limited exercise for listening. ...There are no more activities for testing listening. ...[T5, T6, T9]

Moreover, the teachers faced challenges due to the textbooks. They stated as:

The textbooks do not have enough testing materials for listening. The listening script is not given in the textbooks. The reference materials are

not available in the market. The exercises for listening are only for the sake of listening. [T16, T21, T23, T24]

Thus, secondary level English teachers are facing challenges due to the curriculum and textbooks. The test items are not enough in the textbooks whereas, the curriculum fails to guide the teachers for testing listening skill.

4.2.14 Challenges Faced by Teachers According to the Level of Learners in Testing Listening

Secondary level learners are the senior learners in the school level. They should have already possessed a certain level of learning. The following question was asked regarding the challenges faced by teachers according to the level of learners in testing listening:

What challenges have you faced among the higher and lower level learners in testing listening? Please share your experience.

Secondary level English language teachers faced challenges in testing listening due to the higher and lower level of learners. They stated the following problems due to the higher level of the learners:

Some students are exceptionally intelligent. They have a very sound listening power. They can find out the answer easily. They can any sort of problems easily. [T3, T5, T8, T19, T25]

Moreover, the teachers faced the following changes due to the very lower level of the learners:

Some students are very poor. They cannot grasp any ideas from the listening script. They do not reply any more. They even do not have any interest in listening and testing. [T2, T6, T15, T21]

In this regards, English language teachers feel difficulty in teaching and testing of listening in the secondary classes. The issues are due to the higher and lower level of proficiency of the students.

4.2.15 Teachers' Suggestions to Overcome the Challenges in Testing Listening

Challenges should not remain challenge forever. They should be solved. A successful teacher can be able to solve the problems which can be faced while teaching and tested. The following question was asked regarding the teachers' suggestions to overcome the challenges in testing listening:

What would you like to suggest to overcome these challenges?

Secondary level English language teachers suggest *using authentic materials in the class for testing listening* in better manner. Similarly, they support *encouraging students to watching and listening English porgrammes on TV and radio* for building their listening habits. This habit will help in overcoming the challenges in testing listening in the classroom.

Moreover, English language teachers support *developing good listening practices in the classroom*. They prefer creating good learning environment in testing listening. They support *using ICT in the classroom and making listening materials available* for overcoming the challenges in testing listening respectively.

In general, regarding the ways of solving the problems related to testing listening, the teachers stated their views as:

The teacher should use authentic materials for testing listening. He/she should be select appropriate materials for testing. The use of ICT helps in a great deal in testing listening. The students should be encouraged in such a way that they should be ready to watch English programs in the TV and radio. [T18, T20, T26, T27]

Thus, the use of authentic materials is the best way to overcome the challenges faced by the teachers while testing listening skill. The teachers should use the authentic materials and ICT materials for testing listening skill. Similarly, the best practices on listening should also be developed for solving the listening based problems.

4.2 Summary of Findings

The following are the major summary of findings:

- English teachers take listening skill as a receptive skill. Actually, 85% secondary English teachers stated that listening skill is a receptive skill.
- Secondary level English language teachers assume that testing listening includes testing of a basic skill and it should be integrated with other skills of language testing.
- Secondary level English language teachers perceive that listening skill is satisfactorily included in the curriculum and textbooks. This skill is given little priority in the curriculum.
- English language teachers assume that the role of TPD is active in testing listening skill in the secondary level. Similarly, the teachers stated that the role of TPD in testing listening is very high and dominant.
- Secondary level English language teachers suggest that listening skill should be tested using authentic materials. Out of total teachers, more than 40% English teachers support that the use of authentic materials help teaching and testing listening skill.
- Secondary level English language use gap filling items, true or false items, question-answer items and tick the best items while testing listening.
- There are 83% teachers who use and prefer to use audio –visual materials for teaching and testing listening skill.

- The most challenging situation is the lack of appropriate classrooms for testing listening. The testing activities cannot be held in the existing classrooms. In total 38% teachers face this sort of challenge.
- Secondary level English language teachers suggest using authentic materials in the class for testing listening in better manner and they support encouraging students to watching and listening English porgrammes on TV and radio for building their listening habits.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter presents summary and conclusion of the study. It also presents some recommendations based on the results and discussion for the pedagogical implications.

5.1 Summary

Listening is not a single skill. It is the integration of several skills. Listening basically involves two sub- skills: Listening perception and listening comprehension. The former involves the recognition and discrimination of minimal segmental sound units, their combinations, rhythm, stress, intonation, etc. The latter, on the other hand, involves understanding the meaning of an utterance. The teachers should test this skill keeping this notion into the mind.

Different activities can be exploited for testing listening. The activities vary in accordance with the age, level, background of the students, purpose of listening and so forth. We can use several activities for testing listening comprehension and for perception. The secondary level English teachers should use this skill not only for testing tool in an examination but they should use this skill for developing the linguistic competence of the students. They adopt various kinds of audio, visual and audio-visual materials for testing the students. Similarly, the students should be encouraged to listen and make necessary responses on it. They have to listen any sort of text for learning purpose.

5.2 Conclusion

On the basis of analysis and interpretation of the data, the study can be concluded that the majority of the teachers were found having good theoretical insights on testing listening skill in the secondary classes. However, they do not test listening on a regular basis as equal to testing reading and writing. Almost all the teachers like to use audio-visual scripts for testing listening. They also

adopt different kinds of test items to test students' listening ability. The highest number of teachers (50%) perceived that testing listening includes teaching as a basic skill and 26% of teachers perceived that it was tested satisfactorily.

5.3 Implications

This study is implied in the field of ELT in future. Some remarks for pedagogical implications are made here.

5.3.1 Policy Level Implications

The following policy level implications have been made:

- Secondary level English course prescribes listening lessons in each unit. Thus, teachers should be encouraged to teach and test listening skill and it should be made as an important part of their professional development.
- Teaching and testing listening should be made a crucial part of language teaching. For this, listening skill should be assessed properly in the examination and special training on testing listening should be given to the secondary level English teachers.
- The concerning authority should make the mandatory provision of managing teaching listening materials and this should be tested properly in all the secondary schools of the country.
- The concerning agencies should be conscious on learning levels of the learners. The teachers should develop students in a proper learning environment.

5.3.2 Practice Level Implications

The following practice level implications have been made:

- All the secondary level English teachers should be made aware of the worth of testing listening activities. In order to raise their awareness, different programmes, seminars, workshops, etc. should be organized.

- Most of the teachers were found having sound theoretical knowledge of teaching listening. But in classroom, they did not use their theoretical knowledge. Therefore, teachers should be provided with training. Particularly, NCED should develop special training package for teaching listening.
- The teachers were found being aware of the criteria for the selection of listening materials (i.e. audio-visual materials). But, they asserted that they did not have access to the varieties of listening materials in order to use according to the students' level, ability, etc. Thus, CDC should develop other listening materials for that purpose.
- Testing listening should be made an important part of examination and tested properly. As a whole, teachers and other stakeholders should be made aware of the importance of listening via conferences, seminars, workshops, etc.

5.3.3 Research Level Implications

The following research level implications have been made:

- Universities, research centers and other educational institutions should encourage the researchers to carry out researches on listening skill and its development.
- Listening skill should be developed in students for their linguistic development.
- Universities should address some basis titles for further study. At least ten research works should be carried out per year.
- Further research areas listening skill can be as follows:
 - i. Relevance of teaching listening skills in Basic Level in schools
 - ii. Standardization of testing listening skill in schools
 - iii. Testing listening from the students and students perspectives

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Appendix I
Questionnaire for Teachers

Dear Sir/Madam,

This questionnaire has been prepared to carry out the research entitled “**Perception of Secondary Level English Teachers on Testing Listening Skill**”. The research is being carried out under the supervision of **Mr. Ashok Sapkota**, teaching assistant, Central Campus Kirtipur, Kathmandu. The researcher expects your kind co-operation, and promises not to exploit the information besides the research purpose.

Researcher

Chhap Bahadur Rayamajhi

Name: (Optional)
Name of the school:
Qualification: (Optional)
Teaching Class: Date:

Please, I would like to request you to be collegial to fill this questionnaire with appropriate testing techniques you adopt and you think the most appropriate one for accessing listening.

Perceptions on Testing Listening

1. What type of skill is listening?
a. Productive b. Receptive c. Passive d. No idea

2. Do you think that listening is to be tested in isolation or along with other skills?
.....
.....

3. Why do you think it is important to test listening?

.....
.....

4. What does testing listening include?

.....
.....

5. Should we test listening skill from early stage of teaching?

- a. Yes
- b. No

6. Can testing and teaching go together?

- a. Yes
- b. No

7. Should testing listening be openly mentioned in the curriculum and textbooks?

.....
.....

8. Does our present curriculum include the testing techniques for listening?

.....
.....

9. Many people say that teaching and testing listening is neglected in our case. What would you say about it?

.....
.....

10. Are the listening exercises given into our textbooks sufficient for testing listening?

.....
.....

11. Which language skill do you think is to be more focused?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing

12. What should be the role of teacher in testing listening?

.....
.....

13. Do you think that the testing of listening skill can be supportive for developing speaking?

.....
.....

14. Do you think that the trainings on Teacher Professional Development address the issues of testing listening?

.....
.....

15. What would you like to suggest to the curriculum designers and textbook writers regarding testing listening?

.....
.....
.....

Practices and Challenges in Testing Listening

16. What techniques do you use in testing listening skill?

.....
.....

17. Do you think testing listening is more complicated than other skills? If yes, why?

.....
.....

18. Does our curriculum equally emphasize on testing of all skills?

.....
.....

19.What are the strategies suggested for testing by Curriculum Development (CDC) work well in your case?

- a. Listening comprehension
- b. Cloze test
- c. Open ended questions
- d. Listen and draw
- e. Listen and act

20.What kind of listening materials do you use while testing listening?

- a. Audio
- b. Visual
- c. Audio Visual

21.Do you follow pre-listening, while-listening and post-listening activities?

- a. Yes
- b. No

22.What activities do you follow in pre-listening activities?

- a. Telling about the text
 - b. Making students ready for listening
 - c. Dividing class into different groups
 - d. Any others
-

23.What activities do you follow in while-listening activities?

- a. Playing the text
 - b. Explaining the text
 - c. Any others
-

24.What activities do you follow in post-listening activities?

- a. Asking to tell what they have heard
 - b. Giving questions
 - c. Asking them in groups
 - d. Any others
-

25.What are the challenges for teachers in testing listening?

.....
.....

26.What are the challenges that your students face in testing listening?

.....
.....
.....

27.Do you face any challenges because of the testing material? If yes, please mention some.

.....
.....

28.Do you face any challenges due to the curriculum and textbooks?

.....
.....

29.What challenges have you face among the higher and lower level learners in testing listening? Please share your experience.

.....
.....

30.What would you like to suggest to overcome these challenges?

.....
.....

Thank you very much for your kind cooperation.