

CHAPTER –ONE

INTRODUCTION

General Background

Listening is the fundamental language skill to acquire before other skills. It is an active process of perceiving and constructing a message from a stream of sounds. One knows the phonological, grammatical, lexical and cultural system of language while listening. Any language in a child begins with listening, s/he naturally acquires along with speaking from the mother without the assistance of any formal class as needed for reading and writing. As we grow up from childhood, adolescence, to adulthood, we encounter a number of different speaker, their varies accents, and manifold of topics and argumenting our responses in speaking, writing and meditating.

Listening is the ability to identify and understand what others are saying. To quote Howatt and Dakin (1974, p.17) “listening involves understanding a speakers’ accent or pronunciation, his grammar and his vocabulary and graphing his meaning.”

Teaching listening is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired overtime and with lots of practice. It is frustrating for students because there are no definite rules for listening effectively as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improve skills. But there are not such ways of improving listening skills so they are difficult to be improved. Listening effectively involves multiplicity of skills. Let us construct a very simple, step by step picture of the various elements that might be taught to make up the process of listening in face to face conversation.

1.1 Components of Listening

Listening is not just a single skill; it is the integration of several skills. It is important for teachers to be aware of the special features of spoken English which make it different from the written language because these spoken features to a large extent are components of listening skill.

According to Rost (1994, p.81) the integration of the following specific components is involved in successful listening:

- Discriminating sounds
- recognizing words
- identifying stressed words and grouping of words
- identifying functions in a conversation
- connecting linguistic cues in order to construct meaning
- using background knowledge and context to predict and then to conform meaning. Recalling important words, topic and ideas
- recalling important words, topic and ideas
- giving appropriate feedback to the speaker
- reformulating what the speaker has said

According to Anderson and Lynch (1998, p.74) listening skill consists of the following components:

- i) The spoken signal of speech has to be segmented into units which have to be recognized as known as words.
- ii) The syntax of utterance has to be grasped and the speaker's intended meaning has to be understood.
- iii) Listeners must apply their linguistic knowledge in formulating a correct and appropriate response to what has been said.

However, in the case of second language acquisition, all four skills need to be instructed and thereby tested, too, if it is necessary for any institutions to assess the language ability of its employees, students, and so on. To determine whether we can

understand the face to face speakers, recorded tapes, and broadcasts from radio/television, etc or not is essential in deciding whether the communication has been successful or failed. It is essential to discuss about some theories of listening comprehension in this regard.

1.1.1 Theory of Listening Comprehension

First, we had better oppose listening to hearing. “Even as hearing can be thought of as a passive condition, listening is always an active process” (Underwood, 1989, p.2). In hearing, the sounds come to the ear without the interest of the hearer; while a listener receives, analyzes, and interprets the oral signals to get the acute sense of them from a live speaker or a recorder. Underwood (ibid..., p.1) defines listening as “the activity of paying attention to and trying to get meaning from something we hear.” She adds that “to listen successfully to spoken language, we need to be able to work out what speakers mean they use particular words in particular on particular occasions.”

Listening at this situation can certainly be categorized into extensive and intensive. Extensive listening is done to stories or music where the main concern is pleasure, and not particular feature of a language. Understanding the overall sense or gist of the text is enough here. The listener can take his or her own time and speed for such listening as he or she need not concern their vocabularies and the sentence pattern.

Intensive listening, on the other hand, is a designed listening. For Rost (1980, p.233) this type of listening is “...aimed at focusing learners’ attention at the features of language system.” Obviously, intensive listening activities are carried out under a teachers guidance with the purpose of letting students know the aimed grammatical, lexical or discourse features within time and speed limits. They are often in the form of recording materials.

Observing from the above angles, listening comprehension concerns the ability to understand and interpret message from any sorts of spoken texts. It is a complex process that both constructs and modifies information from the acoustic sound and supportive gestures to make it contextually relevant and meaningful. The listener

needs to use his or her ill-acquired knowledge to comprehend the data for the particular communicative purpose.

Nevertheless, listening comprehension can often become personal, especially when the speaker's texts are complex and ambiguous with more than one possible interpretation. Therefore, for common understanding of the text, the spoken materials in listening comprehension must remain to one particular social context and avoid any ambiguous expression. Harmer (2001, p.79) sees the following as the necessary skills of listening proficiency:

- Identifying the topic
- Predicting and guessing
- Getting general pictures or understanding
- Extracting specific information
- Extending detailed information
- Reorganizing functions and discourse patterns
- Deducing meaning from the text

Analyzing listening with the recent change, Harmer (2003, p.232) again explains the sub skills of listening skills as:

- Prediction
- Listening for specific information
- Listening for detailed information
- Listening for text construction
- Listening for general and detailed comprehension

One may equally need to be aware of stress, rhythm and intonation as well as a competent listening. Listeners employ a number of specialist skills when listening, and their success at understanding the content largely depends on their ability to use the skills.

1.1.2 Importance of Listening Comprehension

From a child to an elderly, listening is the key for successful communication. Except Helen Keller, no one is supposed to produce language unless s/he listens to it in a meaningful context. Therefore, listening precedes speaking as inevitable this is prerequisite to reading and writing.

Doff (2002, p.93) observes the importance of listening for school children saying, “We cannot develop speaking unless we also develop listening skills. To have successful conversation, students must understand what is said to them.” Therefore, the ability to understand spoken English is certainly very important for a growing child to listen to radio, foreign visitors, course listening texts, etc. in practical life. Ranking (1928,p.623 as cited in Timilsina 2000) discovered that during our communication period, we spend eleven per cent in writing, fifteen percentage in reading, thirty two percentage in speaking, and forty two percentage in listening. Quantitatively, listening is a must needed skill of all. Excluding some moments of silence, seventy four percentage of our waking time is spent in verbal communication.

More importantly, listening comprehension is very essential especially in teaching foreign language. A student who can utter the maximum of foreign words, phrases, and sentences cannot be guaranteed that he understands them from the mouth of native speaker. Therefore, in teaching and learning language there must be native-tongue listening text at least for often occurring and often difficult language items. Furthermore, listening comprehension teaching helps the listeners indulge themselves in enjoyable activities such as listening to radio, music albums, watching films, going to theatre.

Specifically, in the Nepalese context, listening proficiency seems much essential to understand native English tongues. Nepalese students feel weak in grasping international English accent such as: American or British and pronunciation and producing them equivalently due to very less listening programs at school and colleges. The present Secondary School Curriculum of N has prescribed only twenty per cent of its English course for listening and speaking skills. They are hardly

practiced due to the lack of electricity and cassettes in school and students' houses. The listening scenario of higher secondary program is also almost the same. Therefore, there must be proper implementation of listening materials in secondary and higher secondary class rooms for enabling our students in completely understanding and responding to Teaching of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), British Broadcasting Corporation (BBC) radio, English films and music albums and such other texts for their successful international career as students, and general audience or speakers.

1.1.3 Listening Proficiency

Listening is unique because spoken language informally has a number of unique features because of the use of incomplete utterances (e.g. "lunch?" serving the function- "Is lunch ready?") repetition (e.g. I am absolutely sure you know that she is right; and hesitation (e.g. Yes, well, ummm, possibly, but etc.)

Listening is difficult to master as speech, as a listener does not leave control over what he or she must listen to and understand. They must make sense of what different speakers say; properly or improperly, well or badly; fast or slow and they must be situational ready to cope with the meaning. Thus, listening is a unique skill.

Listening is one of four skills. Thus, it is integrated with the network of the sub-skills. Therefore, proficiency of listening comprehension means having proficiency in the sub-skills of listening.

Jackman and McDowell (1999, p.67) has mentioned the following skills of the listening comprehension:

- a. Listening for specific information
- b. Identifying details
- c. Identifying main ideas
- d. Seeing beyond the surface meaning
- e. Being aware of stress, rhythm, and intonations.

However, an ability to listen in a target language is crucial for successful conversation because listening goes together with and provides support for speaking.

1.1.4 Listening Proficiency Test

Any language test measures how much skills of language someone has learnt. “The proficiency test is concerned simply with measuring a student’s control of a language in the light of what she or he is expected to do with it in the future performance of a particular task.” Heaton (1975, p.45). According to him, we understand the proficiency test even of listening skill does not measure general attainment of a candidate but specific skills of a language in him or her as demanded by expectation of later-to-come course of study or job. As far as testing listening proficiency is concerned, it is very difficult to test separately from speaking as both are naturally exercised together in real life situation. Nevertheless, there are occasions such as listening to radio, listening to lectures, or listening to the flight time at the airport when no speaking and other language tests have similar test programs with recorded texts and questions played with tapes, computer, or internet. The candidates will have intensive listening before or while they write correctly listened information and language as answers in the questionnaires. Now, these are some questions to be discussed regarding listening as proficiency. What are the prerequisites of listening comprehension test? Is it live conversations and monologues of the native speakers or a tape record of them to listen? When speakers are presented in live task, the uniformity of presentation may not be maintained reliably. Still, the listeners, on the other hand, tend to understand more when they can see their speakers before their eyes. Therefore, to solve this paradox, both audio and visual record of the test programs on the computer can be the best way. However, when this becomes impossible or inconvenient, the cassettes with excellent quality of tape recorders can be used as they can also feature to high degree the phonemes, stresses, and intonations designed for the test along with it there must be questionnaire that asks some specific information for the answers from the recorded listening texts.

The questionnaire is made of different forms of questions. In IELTS, for example, questions fall in at least six categories that include short answer questions, sentence completion, table completion, labeling a diagram or map, true or false, true or false or not given, multiple choice, matching, classification, summary completion, flow chart completion, pick from a list. Different questions test different skills in the students such as selecting right items, picking up numbers and spellings, deciding pronunciation, listening to the presented information, inferring. Heaton (1975, p.45) lists that listening proficiency tests test the following:

-) Phoneme discrimination
-) Stress and intonation
-) Statements and dialogues
-) Comprehension through visual materials
-) Understanding talks and lectures

Learners are likely to face both the classroom and real life listening situations. Most listening occurs in the course of conversation. Each participant in a conversation switches role and becomes alternatively speakers and listeners.

1.1.5 Types of listening

Some people say that listening is a passive skill whereas others say it is as an active one. This issue has been in the mind of a few for long. However, studies make it clear that listening is far from being a passive skill. Listening involves an active cognitive processing. It involves the construction of message on the basis of what has been spoken and what the listener already knows the topic at hand. Therefore, it is a creative and active process.

According to Lynch (2007, p.250) the six types of listening are as follows:

- a. Inactive listening:** It is simply present when someone is speaking, but not absorbing what is being said such as imagine attending a conference session

that has no interest or applicability to you. You will be there physically, but not mentally.

- b. Selective listening:** It is hearing what you want to hear or what you expect to hear instead of what is being said. For example:

Mom: tidy your room dear.

[No answer]

Mom: do you want some chocolate?

Child: yes please!

- c. Active listening:** It is hearing what is concentrating on the message and observing it. For example, the board of education is offering bonuses to teachers that complete a required list of professional development courses. You are interested in the courses and the bonus. You take detailed notes and pay close attention to what you need to do.
- d. Reflective listening:** This is one of the most complex types of listening. It involves actively listening, interpreting what is being said. For example, a student regularly comes to class looking sad and depress. When you ask her if everything is ok at home, she responds that it is, but the look on her face and body language scream it is not. You ask her again if things are ok, but question her body language. She breaks down and begins to cry, revealing that her parents have been are going a lot.
- e. Intensive listening:** It is concerned with controlled and more specific listening. It is primarily meant for language item as part of the language teaching program. It is guided by activities related to text. Passage for intensive listening should be short not more than a few minutes long because they should be played several times. Students have the chance to get and grasp the contents within several tries. For hearing they may find difficult for intensive listening.

f. Extensive listening: In this listening, students get the ample opportunities to enjoy stories, plays, poems, and other literary texts where the aim or purpose of listening can either to gather information or to entertain the text a person might find himself or herself listening to something in a relaxed way not concentrating on every words. Students can be asked to summarize and narrate the text they have heard. Students need to receive instruction on how to become effective listeners, especially students diagnosed with learning disabilities. It requires conscious planning by the teacher to include listening activities and practice by the students. Similarly, Harmer (2003, pp.228-232) has only explained two types of listening: intensive and extensive which are mentioned above.

Teaching listening skills may not seem necessary, but according to statistics, studies and standards developed by linguistic, if necessary. Listening is a skill that students can use in every subject, and it will benefit them throughout life.

1.1.6 IELTS and its Listening Modules

IELTS, the acronym, stands for International English Language Testing System. It is widely recognized as a reliable means of assessing whether a candidate is ready to study or train in the medium of English. IELTS score is required for the learners seeking entry to an English-speaking university, school or college or for people seeking immigration to an English-speaking country. It assesses both receptive (listening and reading) and expressive or productive (writing and speaking) abilities of non-native English users who are going to study or work in Western countries like UK, Canada, Australia, New Zealand, lately the USA and some others. The examinations are jointly managed by British Councils, University of Cambridge, ESOL Examination, and IDP: IELTS Australia at least once a month at many test centers throughout the world.

According to the purpose, IELTS candidates can be either of two modules:

General Training Module

This module is used:

-) to join school level courses
-) to find general employment
-) to participate in certain seminar and vocational trainings for immigration purposes

Academic Training Module

This module is used:

-) to join under graduate and post graduate studies
-) for any other professional reasons (Cambridge IELTS 4: 2005, p.5)

In IELTS, reading and writing are different however listening and speaking are same for both Academic Training (AT) and General Training (GT) IELTS. The four test sections in a brief sketch are in the following nature and order:

i. Listening Test

This type of testing includes the following nature:

- 40 minutes
- 4 sections, 40 raw questions
- social and educational contexts
- both conversation and monologues
- a variety of English accents and dialects

ii. Speaking Test

This type of testing includes the following nature:

- 3 parts, 11 to 15 minutes
- an interview on your day to day life, a 2 minutes speech on a topic

- an interaction on general issues related to part-2 topic
- advantage and disadvantage seeking, comparing and contrasting
- past or present or future states of subject matter
- checked on fluency and coherence, grammar and structure, a range of vocabulary and accurate pronunciation (Cambridge ibid)

iii. Reading Test

Reading test is different in academic reading and general training reading.

This type of testing includes the following nature:

Table No. 1

Reading Test Specification

Academic Reading	General Training Reading
<ul style="list-style-type: none"> • 60 minutes • 3 sections • 40 questions • texts from non native-specialist readers • at least one argumentative text 	<ul style="list-style-type: none"> • 60 minutes • 3 sections • 40 questions • texts like notices, advertisements, instructional manuals, descriptive essays, • texts of basic linguistics survival, training contexts, longer-text understanding

iv. Writing Test

Writing test is also different in academic writing and general training writing.

This type of testing includes the following nature:

Table No.2

Writing Test Specification

<ul style="list-style-type: none">- 2 tasks,60 minutes- short: letter writing,150 words,20 minutes- officials or families- explain a situation, ask for information- long: free or argumentative essay,- given an easier question- construct arguments, discuss issues, present a position	<ul style="list-style-type: none">- two tasks, sixty minutes- short: guided descriptive essay, 150 words,20 minutes- given 1-2 pie chart, bar diagram, graph lines, etc.- give summary information- long: free or argumentative essay,- 250 words ,40 minutes- given a question, construct arguments, discuss issues, present a position
--	--

(Cambridge IELTS 5:2000, p.5)

This listening module of IELTS has got four sections with four texts of 3-4 minutes lengths. First two sections will have everyday social contexts followed by educational or training environment in the last two sections have a break in the middle of the texts while the fourth section has only a slight pause.

Table No.3

Action plan for IELTS

Sections	Contexts	Examples	Number of speakers	Text Types
Section-1	Semi-official environment	booking a hotel	2 speakers	Conversation
Section-2	General or Social environment	Radio talk	1-2 speaker(s)	Interview or Presentation
Section-3	Educational environment	Student discussion	2-4 speakers	Interaction
Section-4	Classroom topic	university lecture	1 speaker only	Monologue

(Action Plan for IELTS, 2006, p.7)

Altogether the listening test takes about 30 minutes during which students listen and at the same time write tick or matching the answers in the questionnaire. After all the four sections are over, they will be given ten minutes time to transfer the answers on to the listening Answer sheet with clean handwriting and correct punctuations and spellings. In forty full raw score, their correct numbers of answers are later converted according to the total listening Band score of 9 that shows the listener as an expert user of English language. Those candidates who get less than 9 are taken as less and less competent in listening as in other three approaches of the exam, namely Reading, Writing and Speaking .(IELTS Information for Candidates:2009)

1.1.7 Band Score Conversion Table for IELTS

The following table shows the conversion score in the IELTS:

Table No.4

The band score conversion table

Among 40 Questions, Number of Correct Answers	Score
15	4.5
18	5
20	5.5
25	6
28	6.5
30	7
33	7.5
35	8
38	8.5
40	9

1.1.8 An Overview of IELTS Listening

IELTS Listening has four sections, each with 10 items/questions. Each item is worth one mark. The items are designed so that answers appear in order in the listening passage. During the test, time is given for the candidates to read the questions and write down and check their answer. Answers are written on the question paper as candidates listen, when the tape ends, ten minutes are allowed for candidates to transfer their answers onto an Answer Sheet.

To be more specific I have drawn a table of a summary of IELTS Listening which is given below:

Table no.5

Summary of IELTS Listening

Section	Topic Area	Input	Main Skill Focus	Number of Questions
1	Social needs	Conversation with a transactional purpose e.g. finding out about true service	Listening for and nothing specific factual information	10
2	Social needs	Monologue or prompted monologue with a transactional purpose. For example giving information about public event.	Listening for and nothing specific factual information.	10

3	Education and Training	Discussion between two to four people in an academic context such as tutorial seminar.	Following a conversation which includes negotiation of meaning. Listening for specific information, attitudes and speakers opinions.	10
4	Education and Training	Monologue in an academic context.	Following an academic argument. Listening for specific information, attitudes, and speakers opinions.	10

1.1.9 TU Examination System

Generally, Tribhuvan University has four faculties (Law, Humanities & Social Sciences, Management and Education). The centralized and annual examination systems are two basic characteristics of TU in student evaluation system and the tool is essay examination. Except in case of some technical institute no other evaluation techniques have been found in practices. All the teachers with specified qualification can teach the course to an acceptable standard. Students' achievement in one academic year is assessed by the means of set of few essay and text-based questions within 3 or 4 hours long examination. The students can demonstrate their

achievement in writing. The examiners can measure the scope and standard of the students' achievements by means of written exam.

1.2 Review of Related Literature

There are some research works carried out in listening proficiency under the supervision of the Department of English Education, TU Kirtipur. Here, an attempt is made to review the nature of those researches.

Singh (2000) carried out a research on "A Study on Listening Comprehension of Grade Eight Students in Listening Tests and their Problems and Difficulties." He tested the population including eighty students from four different schools, two of them being private and two of them public. The primary sources of data were the grade eight students of both public and private schools. Similarly, he used different books, journals, articles as the secondary sources of data applying random sampling procedure. He found out that the listening comprehension of the students of private school was found better than the students of public schools.

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

Chapagain (2005) carried out a research entitled "Proficiency in Listening Comprehension of Grade Nine Students." The objective was to find out the listening proficiency of nine graders of public and private schools in the Kathmandu valley. He

took out the population of the study consists of the ninth graders. Twenty students from each school were selected by applying stratified random sampling procedure. All the six different listening texts and types of test were taken from IELTS test preparation books. The findings of the study based on the analysis and interpretation of the data are: the average proficiency in listening comprehension of ninth graders has been found to be 56.93% i. e. 5 band level according to IELTS band score table. Among the five sub skills of listening the students have shown highest proficiency in 'Identifying Details'(ID) with 67.49% and the lowest in 'Identifying Main Idea' (IMI) with 46.75%.

Similarly, Acharya (2007) carried out a research entitled "The Particularity of English Listening Test at Secondary Level". His objective is to find out the practicality and necessity of the present listening test at secondary level. The primary sources of data were the students of secondary levels. Similarly, he used different books, journals, articles as the secondary sources of data applying non-random sampling procedure by giving them some questionnaires. His findings are that listening test plays a very significant role in developing listening skill. However, the present system of testing listening is not good enough. It does not encourage the students' practice in the listening skill actively as they can achieve good marks without any practice. On the whole, the listening test could not represent all the objectives of listening skill as mentioned in the curriculum.

Likewise, Lamsal (2010) carried out a research entitled "Techniques used by the Teachers in Teaching Listening Skill ".She tested the population including ten English teachers of secondary levels who has been teaching in different schools of Kathmandu valley . They were selected using judgmental non random sampling procedure. On the basis of the analysis and interpretation of the data, she discovered the findings, such as (i) under pre listening activities, one technique 'An oral question-answer section' is the most used technique, and the technique "following the instructions for the while- listening activity is the least used ones in the classroom .(ii) under post listening activities 'summarizing' is the most used technique with fifty percentage.

Although the research was mentioned above are related to the listening proficiency. In my perspective, the present study differs from the above mentioned studies in the sense that it concentrates not only on the listening proficiency of the students based on IELTS modules but also the problems faced by them at recent prospective and modules while undergoing listening test regarding classroom, management, materials level of difficulties based on various levels of students.

1.3 Objectives of the Study

The objectives of the present study were as follows:

1. To find out the listening proficiency of Bachelor's Level of Students on the basis of IELTS
2. To compare their listening proficiency on the basis of the following variables:
 -) Faculty wise (Education vs. Management, Education vs. Humanities, Humanities vs. Management)
 -) Gender wise
3. To suggest some pedagogical implications

1.4 Significance of the Study

Listening is one of the four major language skills. It is such a skill, which creates problematic situation for the Nepali learners of the English language. The students always feel difficulty in comprehending the listening text. Similarly, the researchers are discouraged with the lack of listening material. Therefore, the study of listening comprehension is important in this context. This study will bear considerable significance to IELTS appearing Nepalese candidates, IELTS instructors, IELTS training institutions, IELTS scholars, and to any reader who has a taste for IELTS. The study highlights the needs, important and the current floor of IELTS in the context of Nepalese students who are going to join the under- graduate to the post-graduate degrees in British, Canadian, Australian, and others IELTS seeking western universities.

1.5 Definitions of the Specific Terms

The following terms have been used in specific way in this thesis:

Listening proficiency:	It refers to the process involved in understanding the meaning of spoken language
Band score:	IELTS Band Score of Listening
Male:	This term refers to all the male students who were taken as sample population of this research.
Female:	This term refers to all the female students who were taken as sample population of this research.
Strategy:	It refers to the particular actions employed by the learners to make their learning faster, easier, more transferable, more enjoyable, more direct, and more effective to the situations.
Teachers:	This term to the teachers teaching English of Listening especially through IELTS of Kathmandu Valley.
Extensive Listening:	It refers to the listening done for pleasure only and for grasping the overall sense or the gist of a text.
Intensive Listening:	It refers to the listening for the detailed information not only for grasping the gist of a test.
High scorers:	This term refers to the students scoring 55% and above in IELTS bases listening test of Bachelor level of students.
Low scorers:	This term refers to the students scoring 45% and less in IELTS bases listening test of Bachelor level of students.

CHAPTER- TWO

METHODOLOGY

This chapter dealt with the design of the plans and procedures of the study, which was carried out by the researcher to achieve the desired objectives of the study. The methodology adopted during the study was presented here:

2.1 Sources of Data

The researcher used both primary and secondary sources of data. The sources were as follows:

2.1.1 Primary Sources

The primary sources of data for this research were the Bachelor's Level Students in the faculty of Education, Management, and Humanities and Social Sciences studying in Kathmandu Valley in six different colleges.

2.1.2 Secondary Sources

I consulted books and journals as the secondary sources for the research such as: Past papers: IELTS 4 and 5 (2003), Insight in to IELTS (2003), Objective IELTS (2006), IELTS Express (2009), IELTS information for candidates.

2.2 Population of the Study

The population of the study comprised of the Bachelor's Level Students of Tribhuvan University who were in their Bachelor first year of academic study in Kathmandu valley.

2.3 Sampling Procedure

I selected six Bachelors Degree College of Faculty of Management (FOM), Faculty of Humanities and Social Science (FOHSS), and Faculty of Education (FOE) of Kathmandu Valley through purposive non-random sampling procedure. I selected 120 students purposively from each faculty by applying stratified random sampling procedure where I used the proportionate one. The campus wise groups had number of twenty boys and twenty girls. The whole procedure showed below in a table:

Table No.6

Bachelor's Level Students

Faculty of Education		Faculty of Humanities		Faculty of Management	
40		40		40	
Female (20)	Male (20)	Female (20)	Male (20)	Female (20)	Male (20)

2.4 Tools for Data Collection

I made the use of IELTS-based complete listening test from the past IELTS exam paper of Cambridge book-4 (2005, pp 10-17). I used compact disk (Cambridge IELTS 4) , questionnaire, and the listening scripts from the same. A cassette player was used along with other materials.

2.5 Process of Data Collection

This research was a field based and of practical type. I involved myself in the process of data collection. Firstly, I selected three Bachelor's degrees of FOM, FOHSS, and FOE of Kathmandu Valley through purposive sampling procedure.

At first, I visited the selected field and asked for permission from the concerned administration to administer test items and questionnaire to the students and got permission to carry out the study. Then, I divided the total population of the selected

campuses in two groups: male and female, and then selected the required number of students from each campus through random sampling procedure. To administer the test, I distributed the test items and gave the students the necessary instructions for each of part of the test they were taking. Next, I played the recorded material that was an IELTS Compact Disk and asked them to do the task as indicated. For each item, the CD was played only once and not exceeding the design breaks.

2.6 Limitations of the Study

This study had the following limitations:

- i. The number of sample population was limited to 120 only.
- ii. The area of the study was confined to listening skills in the IELTS test only.
- iii. This research was limited to six campuses of Kathmandu Valley.
- iv. From them, only the students of Bachelor's Level were taken as the population of the study.

CHAPTER-THREE

ANALYSIS AND INTERPRETATION

This chapter is the core of this research report constituting of the main aspect of the research study. To say it more specifically, the data were analyzed and interpreted by using the explanatory and descriptive approaches. In addition to this, the simple statistical tools were used for analyzing and interpreting data. The collected data were analyzed, and interpreted on the basis of the following variables:

-) Analysis of the students' overall performance on the basis of faculty wise.
 - a) Education vs. Management
 - b) Education vs. Humanities
 - c) Humanities vs. Management
-) Analysis of the students' performance in terms of their gender.
 - a) Male vs. Female

3.1 Analysis of the students' Overall Performance on the basis of Faculty wise.

The analysis of the students' overall performance on the basis of faculty wise is given below:

Table no.7

Proficiency in Listening Comprehension of the Bachelor Level Students as a Whole

S.N.	Faculty	F.M.	Obtained Raw Score	Band score /Full mark	Converted Score	Per cent
1	Education	40	20.16	9	5.27	50.43
2	Humanities	40	22.47	9	5.38	52.18
3	Management	40	17.8	9	4.96	44.68
LP as a whole (in average)		40	20.14	9	5.20	49.09

Table No.7 shows that the listening proficiency of the students of different faculties as a whole. The average listening proficiency has been found to be 20.14 out of 40 i.e. 49.09 per cent only. Forty students of the faculty of Education have obtained 20.16 in average. The students of the faculty of humanities have obtained the highest score i.e.52.18 % and the students of Faculty of Management have obtained the lowest score i.e.44.68% among the faculties.

The overall listening proficiency of the bachelors' level students in the English language is not good because they need to obtain 6+ Band Score to get entry in the academic programs of English speaking countries such as the United Kingdom, Australia, Canada, etc. but in total, their average score is good if we analyze from the point of view of the assessment system of T.U. The average percentage of student is 49.09 per cent, i.e. their listening proficiency seems to be parallel to second division marks.

3.1.1 Faculty wise Comparison

The listening proficiency of the students of education in detail can be presented by the help of following table:

Table no.8'A'

LP of the Students of Education

S.N.	Name of the Campuses	No. of Students	Obtained Raw Score	Obtained Band Score	Per cent
1	Hira lal multiple campus	40	20.13	5.2	50.37
2	Pasang Lyahmu Sherpa college	40	20.2	5.38	50.5
Average Scores/Per cent			20.16	40	50.43

The table no.8 'A' shows the listening proficiency of the students of education. Hiralal multiple college was found better (i.e.50.37%) than the Pasang Lhamu college (i.e.50.5). the average score is50.43%. Generally it was found satisfactory.

Similarly the following table shows the listening proficiency of the students of Humanities:

Table no.8'B'

LP of the Students of Humanities

S.N.	Name of the Campuses	No. of Students	Obtained Raw Score	Obtained Band Score	Per cent
1	Manamohan Memorial Campus	40	22.8	5.52	56
2	Martyr Ramnath Memorial college	40	20.15	5.25	48.37
Average Scores/Per cent			20.47	5.38	52.18

The above table no.8 'B' is the listening proficiency of the students of humanities. Manamohan memorial college was found better (i.e.56%) than the Martyr Ramnath Dahal college (i.e.48.37%). And the average score is 52.18%. It was found more satisfy marks as a whole.

Likewise, the following table shows the listening proficiency of the students of Management:

Table no.8‘c’

LP of the Students of Management

S.N.	Name of the Campuses	No. of Students	Obtained Raw Score	Obtained Band Score	Per cent
1	Navodit college	40	17.5	4.82	44
2	Gramin Aadarsa college	40	18.1	5.1	45.37
Average Scores/Per cent			17.8	40	44.68

The above table 8 ‘C’ is the listening proficiency of the students of management. Gramin Aadarsa college was found better (i.e.45.37%) than the Navodit college (i.e.44%). And the average score is 44.68%. It was found the least mark as necessary for the academic field.

3.1.1.1 Education vs. Management

As shown in the above tables 8 ‘A’ and 8 ‘C’, the students of faculty of Education have obtained 20.16 score i.e. 50.43%. Similarly, the students of the faculty of Management have obtained 17.8 score, i.e.44.68%. This shows that the students of faculty of Education were found better than the students of faculty of Management in their listening.

The test scores were converted into IELTS Band Score. So, the score of the students of faculty of Education is 5.27 on the basis of IELTS band. Similarly, the student of the faculty of Management is 4.96, too. Although the scores convert into the second and third divisions according to the assessment system of Tribhuvan University, their

ability is below the level specified in the standard test, IELTS, for the academic studies in the English speaking countries.

3.1.1.2 Education vs. Humanities

As shown in the above tables 8 'A' and 8 'B', the students of Faculty of Education have obtained 20.16 score, i.e.50.43%. Similarly, the students of Faculty of Humanities have obtained 22.47 score, i.e.52.18%. This shows that the students of Faculty of Humanities are quite better than that of Education in listening.

The test scores were converted into IELTS Band Score. So, the score of the students of faculty of Humanities is 5.38 and the score of the faculty of Education is 5.27. Here, also the case is same as the previous one in case of the faculty of Education. The score, which is obtained by the students, are below the level specified in the standard test, IELTS for the academic studies in the English speaking countries. But in case of the students of faculty of Humanities and Social Sciences, the scores they have achieved are satisfactory according to the standard test.

3.1.1.3 Humanities vs. Management

As shown in the above Tables 8'B' and 8'C', the students of Faculty of Humanities have obtained 22.47 i.e.52.18 per cent. Similarly, the students of Faculty of Management have obtained 17.8 i.e.44.68 per cent. This shows that the students of Faculty of Humanities and Social Sciences were found better than those of Management in listening. The test scores were converted into IELTS Band Score. So, the score of the Faculty of Humanities is 5.38 band score and that of Management is 4.96 band score. Here also the case is the same as in the former. Though the score of the students of Faculty of Management seemed good according to the assessment system of TU, their score is below the level specified in the standard test, IELTS. However, score of the students of Faculty of Humanities and Social Science was found satisfactory according to the standard test, IELTS for the academic studies.

3.2 Analysis and Interpretation Campus wise Data.

The analysis and interpretation of data in terms of scores obtained by the students of each campus is presented below:

Table no.9

Scores Obtained by the Different Bachelors' Level Students:

Data	Name of the Campuses						
	HLMC	PLSC	MNMC	MRMC	NC	GAC	Marks in Average
Obtained Raw Score	20.13	20.2	22.4	20.15	17.5	18.1	19.74
Obtained Band Score	5.2	5.35	5.5	5.25	4.82	5.1	5.20
Per cent	50.37	50.5	60	48.37	44	45.37	49.76

The table no.9 shows that the listening proficiency of the students of different campuses. It clearly shows that the students of Manamohan Memorial Campus have performed far better (i.e. 60%) than other colleges. Similarly, Hira Lal Multiple Campus is in the second position (i.e.50.37%), Pasang Lhamu Sherpa College is in the third position (i.e.50.5%), Martyr Ramnath Dahal Memorial College is in fourth position (i.e.48.37%), Gramin Aadarsa Campus is in fifth position (i.e.45.37%) and Navodit College is in last position (i.e.44%).

3.3 Analysis and Interpretation of Data in Terms of Gender

The analysis and interpretation of data in terms of male vs. female are presented below:

3.3.1 Males as a Whole

The following table shows the listening proficiency of the male of all campuses:

Table no.10

Total Number of Males' Obtained Scored /band and Percentage

S.N.	Name of the campuses	Obtained Scored	Obtained Band Score	Percentage
1	Hira Lal Multiple Campus	20	5.15	50
2	Pasang Lyahmu Sherpa Memorial College	19.5	5.15	48.5
3	Manamohan Memorial Campus	22.9	5.55	57.25
4	MRM College	19	5	47.5
5	Navodit Campus	17	4.8	43
6	Gramin Aadarsa College	18	5	45
Total		19.4	5.15	48.54

The table no.10 shows the listening proficiency of the male students as a whole. The male students of Manamohan Memorial College have obtained the highest mark i.e.57.25%. Similarly, Hira Lal Multiple Campus is in the second position (i.e.50.37%), Pasang Lhamu Sherpa College is in the third position (i.e.48.5%), Martyr Ramnath Dahal Memorial College is in fourth position (i.e.47.5%), Gramin Aadarsa Campus is in fifth position (i.e.45%) and those of Navodit College's male students have obtained the lowest score i.e.43% of all.

In average all the males have obtained 19.4 score i.e.47.5 per cent and 5 according to IELTS Band Score.

3.3.2 Female as a Whole

The following table shows the listening proficiency of the female of all the colleges:

Table No.11

Total Number of Females' Obtained Scored/band and Percentage

S.N.	Name of the Campuses	Obtained Score	Obtained Band Score	Percentage
1	Hira Lal Multiple Campus	20.3	5.25	50.75
2	Pasang Lahmu Sherpa Memorial College	21	5.5	52.5
3	Manamohan Memorial College	21.9	5.5	54.75
4	MRM College	21.3	5.5	49.25
5	Navodit Campus	18	4.85	45
6	Gramin Aadarsa College	18.3	4.2	45.75
Total		20.13	4.3	49.66

The table no. 11 shows the listening proficiency of the female students as a whole. Again, the female students of Manamohan Memorial College have obtained the highest score i.e.54.75% and those of Navodit College have obtained the lowest score i.e.45% of all. Similarly, Pasang Lhamu Sherpa College is in the second position (i.e.52.5%), Hira Lal Multiple Campus is in the third position (i.e.50.75%), Martyr Ramnath Dahal Memorial College is in fourth position (i.e.49.25%), Gramin Aadarsa

Campus is in fifth position (i.e.45.75%).The average score of girls have obtained 20.33 score i.e.49.66 per cent and 5(5.3) according to IELTS Band Score.

CHAPTER-FOUR

FINDING AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to identify the listening proficiency of the bachelors' level students of Kathmandu valley. The students were taken from the faculty of Education, Humanities and Social Sciences, and Management under TU. The data were collected by administering an IELTS-based listening proficiency test to 120 students from each faculty of the bachelors' level students.

The data were tabulated on the basis of various variables according to the objectives. The data were also analyzed by using simple statistical tools. The findings of the study based on the analysis and interpretations of the data are presented below:

- I. The average listening proficiency of the bachelors level of students has been found to be 20.14, i.e.49.09 per cent, and 5.20 according to the IELTS Band Score. Relating it to the IELTS, they are found below the proficiency requirement for academic programme on the basis of their IELTS band.
- II. The bachelor's level of students of TU secured only higher second division marks in terms of the evaluation system of TU. Therefore, their listening comprehension ability is not adequate in terms of standard IELTS test since their score is modest only. This shows that they are at the sixth level (Modest User) from the admission policies in TU of English Speaking countries such as UK, Australia, Canada, etc.
- III. Regarding the faculty-wise analysis, the students of the Humanities and Social Sciences have obtained more score i.e.52.18% than those of Faculty of Education and of Management (as 50.43 % and 44.68% respectively).
- IV. The listening proficiency of the Faculty of Humanities and Social Sciences is 22.47, i.e. 52.18 per cent, which is the second division in terms of TU standard; but the converted score in IELTS shows that their score is 5.38 which reveals

the facts that they come under the category of modest user and they need proper guidance to improve their English language listening proficiency.

- V. The listening proficiency of the students of the Faculty of Education is 20.16 i.e.50.43 per cent and those of Management are 17.8, i.e.44.68 per cent. Both of them are converted into five according to IELTS Band Score. This shows that they come under the category of limited users.
- VI. Female students have been found slightly more proficient in listening comprehension than their counterparts. The difference is only by 1.12.

4.2 Recommendations

On the basis of the findings, the researcher has made the following recommendations:

- I. The concerned personnel and officials needs to pay attention towards English language proficiency of the learners. The syllabus designers, test experts, teachers and students themselves should be conscious of the academic standard at international level.
- II. The listening of the bachelors' level of students should be improved by all means so that they can meet international standard in English.
- III. The boys should improve their listening ability more through intensive as well as extensive practice.
- IV. The students of Management Stream need to work hard in listening comprehension. They possess poorer listening comprehension ability in English texts (technical and non-technical) compared to the students of other streams.
- V. Further researches can be carried out in this field. That will contribute to the improvement of the present situation in listening comprehension ability of the students.
- VI. If possible, IELTS course can be an elective test paper for Bachelor level of students.
- VII. Test presentation centre, material designers, and lesson planners of IELTS have to focus on the teaching modules that significantly help students develop their proficiency in lost conversations.

References

- Acharya, K.M. (2007). *The practicality of English listening test at secondary level*. An unpublished M.Ed. Thesis. Kirtipur, T.U.
- Anderson, M. & Lynch, T.(1998). *Listening text*. Oxford : OUP
- Chapagain, R. (2005). *Proficiency in listening comprehension of grade nine students*. An unpublished M.Ed. Thesis. Kirtipur ,T.U.
- Doff A. (2001) .*Teach English: A training course for teachers*. Cambridge: CUP
- Doff A. (2003).*Listening 4,volume I*.Cambridge: CUP
- Harmer, J. (2001). *The practice of English language teaching*. London: ELBS/Longman.
- Harmer, J. (2003). *English as a second language*. London: Longman
- Heaton, J.B. (1975). *Writing English language tests*. London: Longman
- Howatt, A. & C. Dakins. (1974). *A history of language teaching*. Oxford: OUP
- Jackman, V.& McDowell, C. (1999). *Insights into IELTS* .U.K: CUP.
- Lamsal, B. (2010). *Techniques used by the teachers in teaching listening skills*. An unpublished M.Ed. Thesis. Kirtipur, T.U.
- Lynch, L.M. (2007). *Types of listening*. Oxford: OUP
- Rana, L.B. (2002). *Listening abilities of the Nepalese learners of English*. An unpublished M.Ed. Thesis. Kirtipur, T.U.
- Rost, M. (1990). *Listening in language learning*. London: Longman
- Singh, N.K. (2000). *A study on listening comprehension of grade eight students in listening tests and their problems and difficulties*. An unpublished M.Ed. Thesis. Kirtipur, T.U.
- Timilsina, T.R. (2000).*A study on the effectiveness of recorded materials over*

conventional techniques in teaching listening comprehension. An unpublished M.Ed. Thesis. Kirtipur, T.U.

Underwood, M. (1989). *Teaching listening*. London: Longman

Ur, P. (1996). *A course in language teaching*. Cambridge: CUP

Wardhaugh, R. (2000). *An introduction to sociolinguistics*. Oxford: Basil Blackwell

Appendix: 1

The Exam Assessment System of Tribhuvan University

Tribhuvan University evaluates the final exam marks of its bachelor level students into following categories:

Designation	Obtained Marks (In Percentage)
Distinction (Excellent)	75 and Above
First Division(Very Good)	60 to 74
Second Division(Good)	45 to 59
Third /Pass division(Satisfactory)	35 to 44
Failed(Critical)	Up to 35
Absent(Unknown)	0

Appendix-2

Scoring of IELTS Bands

IELTS results are reported on a nine-band scale. In addition to the score for overall language ability, IELTS provides a score in the form of a profile for each of the four skills (Listening, Speaking, Reading, and Writing). These scores are also reported on a nine-band scale. All scores are recorded on the Test Report Form along with detail of the candidate's nationality, first language, and date of birth. Each Overall Band Score corresponds to a descriptive statement which gives a summary of the English language ability of a candidate classified at that level. The nine bands and their descriptive statements from higher to lower hierarchy are given below:

- | | |
|--------------------|--|
| 9. Expert users: | Has fully operational command of the language:

Appropriate, accurate, and fluent with complete understanding |
| 8. Very good user: | Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstanding may occur in unfamiliar situation. Handles complex detailed argumentation well. |
| 7. Good user: | Has operational command of the language, though with occasional inaccuracies and misunderstandings in some situations. Generally handles complex language as well and understands detailed reasoning. |
| 6. Competent user: | Has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |

5. Modest user: Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4. Limited user: Basic competent in limited to familiar situations. Has a frequent problem in understanding and expression. Has not able to use complex language.
3. Extremely limited user: Conveys and understands only general meaning in a particular situation. Frequent breakdowns in communication occur.
2. Intermitted user: No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1. No user: Essentially has no ability to use the language beyond possibility a few isolated words.
0. Did not attempt the test: No assessable information provided.

Most universities and colleges in the United Kingdom, Australia, New Zealand, and Canada accept an IELTS Overall Band Scores of 6.0 or 6.5 for entry to academic program. IELTS scores are recognized by over 1100 universities and colleges in the USA of late.

Appendix: 3

The Listening Tapescript

Test 1

Cambridge IELTS -4,past papers

Section 1

Man: Good morning.

Woman: Good morning. How can I help you?

Man: I understand that the school organizes...umm,trips to different...

Woman: Yes, we run five every month:three during weekends and two Wednesday afternoon trips.

Man: What sort of places?

Woman: Well, obviously it varies, but always places of historical interest and which offer a variety of shopping, because our students always ask about that...and then we go for ones where we know there are guided tours, because this gives a good focus for the visit.

Man: Do you travel far?

Woman: Well, We are lucky here, obviously, because we are able to say that all our visits are less than three hours drive.

Man: How much do they cost?

Woman: Again it varies between five and fifteen pounds a head, depending on distance.

Man: Ah ha...

Woman: Oh, and we do offer to arrange special trips if, you know, there are more than twelve people.

Man: Oh right, I will keep that in mind. And what are the times normally?

Woman: We try to keep it pretty fixed so that, that students get to know the pattern. We leave at eight-thirty a.m and return at six p.m. we figure it is best to keep the day fairly short.

Man: Oh yes. And how do you reserve a plane?

Woman: You sign your name on the notice board. Do you know where it is?

Man: Ah ha. I saw it this morning.

Woman: And we do ask you sign up three days in advance so we know we have got enough people interested to run it, and we can cancel if necessary, with full refund of course.

Man: That's fine, thanks.

Man: And what visits are planned for this term?

Woman: Right, well I am afraid the schedule has not been printed out yet, but we have confirmed the dates and planned the optional extra visits which you can also book in advance if you want to.

Man: Oh that's all right. If you can just give some idea of the weekend ones so I can, you know, work out when to see friends, etcetra.

Woman: Oh sure. Well, the first one is St Ives. That's on the thirteenth of February and we will have only sixteen places available ' cos we are going by minibus. And that is a day in town with the optional extra of visiting the Hepworth Museum.

Man: Oh right... yeah... that sounds good.

Woman: Then there is a London.

Man: Oh, I have already been there.

Woman: After that there is Bristol on the third of March.

Man: Where?

Woman: Bristol...B-R-I-S-T-L.

Man: Ok...

Woman: That is different minibus with eighteen places available, oh, and the optional extra visit to the S.S Great Britain.

Man: Ok...

Woman: We are going to Salisbury on the eighteenth month of March and that is always a popular one because the large coach with fifty seats...

Man: Oh good.

Woman: And then the last one is to Bath on the twenty- third of March.

Man: Oh yes.Is Bath the Roman city?

Woman: Yes, that is right, and that is in the sixteen-seater minibus.

Man: And where is the optional visit?

Woman: It is to the American Museum-well worth a visit.

Man: Ok, well that is great, thanks for all that...

Woman: My pleasure.By the way, if you want more information about any of the trips, have a look in the student newspaper.

Man: Ok.

Woman: Or, you have a word with my assistance;her name is Jane Yentob-that is Y-E-N-T-O-B.

Man: Right, ?I have got that. Thank you very much for all your help.

Woman: You are very welcome. I hope you enjoy the trips.

Section-2

Good afternoon everybody and welcome to Riverside Industrial Village. To Start your visit I am just going to give you a brief account of the history of the museum before letting you come about on your own, I will not keep you long. Ok?

Now, from where we are standing you have got a good view of the river over there. And it was because of this fast-flowing water that this site was a natural place for manufacturing works. The water and the availability of raw materials in the area, like minerals and iron ore, and also the abundance of local fuels, like coal and firewood, all made this site suitable for industry from a very early time.

Water was the main source of power energy for the early industries and some of the water wheels were first established in the twelfth century, would you believe? At the same time, local craftsmen first built an iron forge just behind the village here, on the bend in the river. By the seventeenth and eighteenth centuries the region's rivers supported more than a hundred and sixty water mills- and many of these continued to operate well into the nineteenth century. But then the steam engine was invented and then the railways came and the centres of industry were able to move away from the rivers and the countryside and into the towns. So, industrial villages like this one became very rare.

So that is the history for you. If you would like any more information, you can ask me some questions, or you can read further in our excellent guide book.

Now I am going to give you plan of the site and I would just like to point out where everything is and then you can take a look at everything for yourself.

I have already pointed out the river, which is on the left. And of course, running along the bottom is Woodside Road, got it? Ok. Now we are standing at the entrance, see it at the bottom, and immediately to our right is the ticket office. You will not need that because you have got your group booking, but just past it are the toilets- always good to know where they they are. In front of us is a car park, as you can see, and to the

left, by the entry gate is the gift shop that is where you can get copies of the guide, like this one here.

Now, beyond the car park all the buildings are arranged in a half circle with a yard in the middle. The big, stone building at the top is the main workshop. That is where the furnace is and where all the metal was smelted and the tools were cast, as you will be able to go see. Now, in the top right hand corner, that building with bigger windows is the showroom, where samples of all the tools that were made through the ages are on display. In the top left corner is the grinding shop, where the tools were sharpened and finished and on one other side you will see the engine room and on the other is the Cafe, which is not an antique. You will be pleased to know, though they do serve very nice old-fashioned teas.

The row of buildings you can see on the left are the cottages. These were built for the workers towards the end of the eighteenth century and they are still furnished from that period so you can get a good idea of ordinary people's living conditions. Across the yard from them, you can see the stables where the horses were kept for transporting the products and the separate building in front of them is the works office and that still has some of the old accounts on display. Right, if anyone wants a guided tour then I am starting at the engine room. If you would like to come along, this way please, ladies and gentlemen.

Section-3

MELANIE: Excuse me, Dr Johnson. May I speak to you for a minute?

DR JOHNSON: Sure. Come in.

MELANIE: I am Melanie Griffin. I am taking your course in Population Studies.

DR JOHNSON: Right, well, Melanie, how can I help you?

MELANIE: I am..... having a bit of trouble with the second assignment, and it is due in twelve days.

DR JOHNSON: What sort of trouble are you having? Is the assignment question a problem?

MALANIE: Well, that's part of the problem. I am also having- been having- trouble getting hold of the books. I have been to the library several times, and all ther books are out.

DR JOHNSON: Sounds like you should have started borrowing books a bit earlier.

MALANIE: Well, I had a really big assignment due in for another course, and I have been spending all my time on that, and I thought.....

DR JOHNSON:you might get an extension of time to finish your assignment for me?

MALANIE: If that is possible, but I do not know...

DR JOHNSON: Well, yes, it is possible, but extensions are normally given only for medical or compassionate reasons. Otherwise it is really a question of organising your study, and we do not like giving extensions to students who simply did not plan their work properly. What did you get for your first assignment?

MALANIE: I got 87%

DR JOHNSON: Mmm, yes, you did very well indeed, so obviously you can produce good work.

MALANIE: I do not think I will need too much extra times, as long as I can get hold of some of the important references.

DR JOHNSON: Well, since you did so well in your first assignment, I am prepared to give you an extra two weeks for this one, so that will mean you will need to submit it about a month from now.

MALANIE: Thank you.

DR JOHNSON: Now, waht about the reading materials? Have you checked out the journal articles in the list?

MALANIE: Umm, no, not yet, there were about twenty of them, and I was not sure which ones would be most useful or important.

DR JOHNSON: Well, they are all useful, but I do not expect anyone to read them all because a number of them deal with the same issues. Let me give you some suggestions. The article by Anderson and Hawker is really worth reading.

MALANIE: Right, I will read that one.

DR JOHNSON: You should also read the article by Jackson, but just look at the part on the research methodology- how they did it.

MALANIE: Ok...Jackson, got that.....

DR JOHNSON: And if you have time, the one by Roberts says very relevant things, although it is not essential.

MALANIE: So, ok, if is useful, I will try and read that one....

DR JOHNSON: Now, the one by Morris. I would not bother with that at this stage, if I were you.

MALANIE: Ok, I will not bother with Morris. Oh, noe, someone told me the article by Cooper is important.

DR JOHNSON: Well, yes, in a way, but hust look at the last part, where he discusses the research results and lastly, there is Forster – I cannot think why I included that one. It is not bad and could be of some help, but not that much. Now let us deal with the assignment question. What is the problem there?

MALANIE: It is the graph on page two.

DR JOHNSON: What seems to be the problem? It is just the bar graph showing reasons why people change where they live.

MALANIE: Well, I have got a photocopy but the reasons at the bottom are missing.

DR JOHNSON: Ok, look at the first bar on the graph-now that indicates the number of people who move because they want more space.

MALANIE: I see.....bar one. Ok.....now what about the next bar?

DR JOHNSON: Bar two is to do with the people living nearby distributing them, so they chose to move away to somewhere quieter. Now let us look at bar number three.....another reason people change their place of living is because they want to be closer to the city.

MALANIE: Ok, proximity to the city is an issue...

DR JOHNSON: Now....bar number four refers to problems when owner of the property will not help fix things that go wrong. In other words, the owner is not helpful and so the tenants move out.

MALANIE: Ok ... now about bar five?

DR JOHNSON: Bar five is about those people who move because they need a bus or train to get them into the city or to go to work.

MALANIE: Ok...and bar six?

DR JOHNSON: Bar number six is interesting. That reason was given quite a lot-people moving because they wanted to be in a more attractive neighbourhood.

MALANIE: Oh,yes, thank you very much.

Section-4

Good day, ladies and gentlemen. I have been asked today to talk to you about the urban landscape. There are two major areas that I will focus on in my talk: how vegetation can have a significant effect on urban climate, and how we can better plan our cities using trees to provide a more comfortable environment for us to live in.

Trees can have a significant impact on our cities. They can make a city, as a whole, a bit less windy or a bit more windy, if that is what you want. They can make it a bit cooler if it is a hot summer day in an Australian city, or they can make it a bit more humid if it is dry inland city. On the local scale- that is, in particular areas within the city- trees can make the local area more shady, cooler, more humid and much less windy. In fact, tree and planting of various kinds can be used to make city streets actually less dangerous in particular area. How do tree do all that, you ask?

Well, the main difference between tree and a building is a tree has got an internal mechanism to keep the temperature regulated. It evaporates water through its leaves and that means that the temperature of the leaves is never very far from our body temperature. The temperature of a building surface on a hot sunny day can easily be twenty degrees more than our temperature. Trees, on the other hand, remain cooler than buildings because they sweat. This means that they can humidify the air and cool it- a property which can be exploited to improve the local climate.

Trees can also help break the force of winds. The reason that high buildings make it windier at ground level is that, as the wind goes higher and higher, it goes faster and faster. When the wind hits the building, it has to go somewhere. Some of it goes over the top and some goes around the sides of the building, forcing those high level winds down to ground level. That does not happen when you have trees. Trees filter the wind and considerably reduce it, preventing those very large strong gusts that you so often find around tall buildings.

Another problem in built-up areas is that traffic noise is intensified by tall buildings. By planting a belt of trees at the side of the road, you can make things a little quieter, but much of the vehicle noise still goes through the trees. Trees can also help reduce

the amount of noise in the surroundings, although the effect is not as large as people like to think. Low frequency noise, in particular, just goes through the trees as though they are not there. Although trees can significantly improve the local climate, they do however take up a lot of space. There are root systems to consider and branches blocking windows and so on. It may therefore be difficult to fit trees into the local landscape. There is not a great deal you can do if you have what we call a street canyon- a whole set of high-rise enclosed in a narrow street. Trees need water to grow. They also need some sunlight to grow and you need room to put them. If you have the chance of knocking buildings down and replacing them, then suddenly you can start looking at different ways to design the streets and to introduce... (fade out)

Appendix: 4

IELTS Level Required by Academic Institution for Admission

Just over half (51%) of candidates take the test to enter higher education in a foreign country. The IELTS minimum scores required by academic institutions vary. As a general rule, institutions from English – speaking countries require a higher IELTS band.

United States: The highest IELTS Band required by a university is 8.5, by the Graduate School of Journalism at Columbia University, the only US institution to require this band. It should be noted that while Ohio State University’s Moritz College of law is listed as requiring 8.5 on the IELTS.

United Kingdom: The highest IELTS band required is 8, by the Master of Science degree in Marketing at the University of Warwick.

Germany: Stuttgart University requires IELTS minimum of 6.0.

Hong Kong: The Law Society of Hong Kong requires applicants to achieve a minimum score of 7.0 for entry into the Postgraduate Certificate in Laws course, taught at University of Hong Kong, Chinese University of Hong Kong and City University of Hong Kong.

Table No. 13

Most IELTS requirements by universities fall between 5.5 and 7.0. For example:

Some University Names	Minimum IELTS Score
Oxford University	7.0
Cambridge University	7.0

Glasgow University	6.5(General)/7.0(Faculty of Arts and Humanities)
University College London	6.5/7.0/7.5(depends on UCL's individual faculty /department requirement)
Imperial College London	6.5(7.0 for the Life Sciences Department and the Imperial Business School)
Exeter University	6.5
Liverpool University	6.0
Birmingham University	6.0
Essex University	5.5

Appendix: 5

Hira Lal Multiple Campus, Thahity, Kathmandu (FOE)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Kabita Nepal	24	5.5	60
2	Kalpna Tamang	20	5.5	50
3	Sangita Shrestha	25	6	65.5
4	Muna Hamal	17	4.5	42.5
5	Laxmi Giri	17	4.5	42.5
6	Yasodha Chulagain	18	5	45
7	Saraswoti Gautam	18	5	45
8	Shanti Gurung	23	5.5	57.5
9	Subhadra Paudel	21	5.5	52.5
10	Ambika Devkota	20	5.5	50
	Average	20.3	5.25	50.75
11	Dev Raj Waiba	23	5.5	57.5
12	Krishna Bhandari	25	6	62.5
13	Ashoka Banjade	20	6.6	50
14	Rupesh Shrestha	17	4.5	42.5
15	Sagar Bhusal	18	5	45
16	Prem Lama	16	4.5	40
17	Bikram Pandey	15	4.5	37.5
18	Ram Krishna Karki	24	5.5	60
19	Ashoka Bajaracharya	23	5.5	57.5
20	Binod Khatri	19	5	47.5
	Average	20	5.15	50
	G.T. Average	20.13	5.2	50.37

Appendix: 6

Pasang Lyahmu Memorial Sherpa College, Gongabu, Kathmandu (FOE)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Pramila Karki	22	5.5	52.5
2	Sunita Sharma	24	5.5	60
3	Naina Budhathoki	26	6	65
4	Sarita Pandey	19	5	47.5
5	Apsara Shrestha	16	5	45
6	Mina Regmi	17	4.5	42.5
7	Hira Chaudhary	15	4.5	37.5
8	Sumnima Shakya	25	6	62.5
9	Binita Burlakoti	23	5.5	57.5
10	Sonu Gurung	22	5.5	55
	Average	21	5.5	52.5
11	Mana Bhujel	16	5	45
12	Jeevan Silwal	19	5	47.5
13	Sujan Mainali	21	5.5	52.5
14	Binod Basaula	19	5	47.5
15	Santosh Shrestha	25	6	62.5
16	Shiva Puri	24	5.5	60
17	Dilu Shrestha	17	4.5	42.5
18	Tul Bahadur Ghale	16	4.5	40
19	Hom Nath Kafle	15	4.5	37.5
20	Bikram Paudel	20	5.5	50
	Average	19.5	5.1	48.5
	G.T. Average	20.2	5.35	50.5

Appendix: 7

Manamohan Memorial College, Balaju, Kathmandu (FOHSS)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Samjhana Pandey	23	5.5	57.5
2	Durga KC	25	6	62.5
3	Nilam Bhattarai	18	5	45
4	Muna Paneru	20	5.5	50
5	Nanu Dahal	25	6	62.5
6	Sangita Pariyar	26	6	65
7	Saraswoti Pun	21	5.5	52.5
8	Nima Shrestha	24	5.5	60
9	Tanuja Lama	17	4.5	42.5
10	Pratibha Lohani	20	5.5	50
	Average	21.9	5.5	54.75
11	Prakash Dhital	25	6	62.5
12	Dawa Lama	22	5.5	55
13	Purna Chandra Paudel	21	5.5	52.5
14	Raju Dahal	24	5.5	60
15	Durga Koirala	28	6.5	70
16	Bijaya Chaulagain	24	5.5	60
17	Nawaraj Basnet	19	5	47.5
18	Prem Bhandari	23	5.5	57.5
19	Sonam BK	19	5	47.5
20	Niranjan Gautam	24	5.5	60
	Average	22.9	5.5	57.25
	G.T. Average	22.4	5.25	56

Appendix: 8

MRM College, Banasthali, Kathmandu (FOHSS)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Prasuna Shrestha	25	6	62.2
2	Sony Dongol	20	5.5	50
3	Rosy Shrestha	18	5	45
4	Sophiya Kharel	17	4.5	42.5
5	Rasmita Paudel	21	5.5	52.5
6	Nabina Shrestha	20	5.5	50
7	Pratikshya Rai	25	6	62.5
8	Tara Lama	20	5.5	50
9	Pramila Tamang	21	5.5	52.5
10	Rabina Gurung	26	6	65
	Average	21.3	5.5	49.25
11	Bijaya Lama	20	5.5	50
12	Sunil Kunwar	23	5.5	57.5
13	Aakash Thapa	17	4.5	42.5
14	Hiskey Dorje Lama	16	4.5	40
15	Rupesh Khatri	15	4.5	37.5
16	Dilip Shrestha	17	4.5	42.5
17	Sagar Raj Dulal	19	5	47.5
18	Johan Lama	19	5	47.5
19	Harka Ghimire	20	5.5	50
20	Dilip Pokhrel	24	5.5	60
	Average	19	5	47.5
	G.T. Average	20.15	5.25	48.37

Appendix: 9

Navodit College, Samakhushi, Kathmandu (FOM)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Aakriti Sapkota	21	5.5	52.5
2	Aayusha Pandey	19	5	47.5
3	Aditi Adhikari	17	4.5	42.5
4	Alisha Shrestha	17	4.4	42.5
5	Vipasana Shrestha	15	4.5	37.5
6	Sudesna Shrestha	18	5	45
7	Rakshya Kunwar	22	5.5	55
8	Sampada Devkota	19	5	47.5
9	Nibha Singh	16	4.5	40
10	Janaki Bhatta	16	4.5	40
	Average	18	4.85	45
11	Sameer Shrestha	20	5.5	50
12	Sachin Kandel	18	5	45
13	Karan Sigdel	17	4.5	42.5
14	Amit Maharjan	16	4.5	40
15	Binod Dhama	15	4.5	37.5
16	Abhisekh Bhattarai	15	4.5	37.5
17	Arjun Singh	21	5.5	52.5
18	Laxmi Thakur	19	5	47.5
19	Hirakaji Sakya	16	4.5	40
20	Birendra Chhetri	15	4.5	37.5
	Average	17	4.8	43
	G.T. Average	17.5	4.82	44

Appendix: 10

Gramin Aadarsa Multiple Campus, Nepaltar, Kathmandu (FOM)

S.N.	Name of the Students	Obtained Score	Obtained Band Score	Per cent
1	Nilam Giri	19	5	47.5
2	Parbati Magar	18	5	45
3	Sabina Kafle	21	5.5	52.5
4	Indira Aryal	17	4.5	42.5
5	Minaxi Rajbansi	16	4.5	40
6	Monika Thapa	17	4.5	42.5
7	Gita Itani	21	5.5	52.5
8	Sandhya Mainali	24	5.5	60
9	Laxmi Sapkota	15	4.5	37.5
10	Goma Chhatkuli	15	4.5	37.5
	Average	18.3	5.2	45.75
11	Navaraj Chhatkuli	18	5	45
12	Sudip Pathak	20	5.5	50
13	Sushil Sharma	20	5.5	50
14	Binod Aryal	18	5	45
15	Bhim Upreti	16	4.5	40
16	Bijaya Gurung	15	4.5	37.5
17	Saroj Rudhir	20	5.5	50
18	Reason Sigdel	18	5	45
19	Kiran Sijapati	17	4.5	42.5
20	Basu Gaire	18	5	45
	Average	18	5	45
	G.T. Average	18.1	5.1	45.37

Appendix -11

Name of Selected Campuses

S.N.	Name Of The Selected Campuses	Address in Kathmandu Valley
1	Hira Lal Multiple Campus	Thahity
2	Pasang Lyahmu Sherpa Memorial College	Gongabu
3	Manamohan Memorial College	Balaju
4	MRM College	Banasthali
5	Navodit Campus	Samakhusi
6	Gramin Aadarsa College	Nepaltar