

# CHAPTER: ONE

## INTRODUCTION

### 1.1. General Background

All human beings normally speak at least one language and it is hard to imagine any significant social, intellectual or artistic activity taking place in its absence. Language is widely defined as a voluntary vocal system and human communication. Sapir (1971), defines "Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols"(as cited in Lyons 2002 P.3). So language is what we use every moment in our life, it is used to express our desires, emotions and feelings in a particular situation. Similarly Bloch and Trager (1942) define "A language is a system of arbitrary vocal symbols by means of which a social group co-operates" (as cited in Lyons 2002 P.4). This definition of language puts all the emphasis upon its social function; and in doing so, it takes a rather narrow view of the role that language plays in society.

Similarly O'Grady and Dobrovolsky (1977), writes "Language is system of literary expression, a medium of thought a social institution content of political controversy and a catalyst for nation building" (as cited in oli, 2008, p.1). It is the language that differs human being from all other species there are several languages spoken all over the world which fall under this definition of language but widely differ from one another. Likewise, Chomsky (1957), defines "Language to be a set (finite or infinite) of sentences each finite in length and constructed out of a finite set of elements" (p.13). According to this definition, the set of rules which can generate all and only grammatical sentences of language and map a sentence into another sentence and assign correct structural description to them. Gimson (1989) opines "A language is a system of conventional signals used for communication by a whole community" (p.4). Language was begun to use when human being was in

small group. There were many of these sorts of groups. When they came in to the contact each other the languages became complex. Crystal (2009), Says :  
Languages have always died. As cultures have risen and fallen, so their languages have emerged and disappeared. But the extinct language of which we have some historical record in this part of world must be only a fraction of those for which we have nothing. And when we extend our coverage to the whole world, where written record of ancient language are largely absent, it is easy to see that no sensible estimate can be obtained about the rate at which language have died in the past (p.68).

In the history of language some languages died (e.g. Sanskrit, Greek, and Latin). Dead in sense that these languages have no speakers and some languages are fully growing (e.g. English). Growing languages are being changed in course of time and place but dead languages are static; they are not changed in course of time and place. Therefore, the change of living language is natural process. There are many reasons behind it. Many researches have been carried out on language change in pronunciation, spelling, morphology, syntax, vocabulary, word meaning owing to fashion, biology, race, assimilation, influence of other languages, social and cultural change, analogy etc.

A part from undergoing changes, some languages gain popularity and spread widely unlike other languages some languages are limited in a certain territories and some get wider popularity and function as lingua franca. English is one of the major world languages today. It has undergone different changes in different eras. There are several factors like political, military, economic, scientific, technological and cultural powers which have promoted English as a global language today. English has been the language of academic institution, literature, science and technology, trade, business, medicine, diplomacy, politics and what not. It is not necessary to exaggerate that English has been the

passport to travel the world and the vehicle to transmit knowledge as well as civilization from one part of the world to the rest.

Oli (2008), writes "To day English is spoken by more than 1400 millions people as their first language and about 600 million use it as their foreign language it is the first language in Britain, USA, Canada, Australia, New Zealand, South Africa and Caribbean countries. It has been an official language or semi official language in more than 70 countries, and foreign language in over hundred countries"(p.1). The contemporary world is characterized by English linguistic imperialism. Some language likes Chinese, Spanish, and Hindi and so on have the speakers more than or nearly as many as English language, but they are not imperialists. The imperialist language is more powerful, functional, selective and influential than other language. Phillipson (2007) writes: "The dominance of English is asserted and maintained by establishment and continuous reconstitution of structural and cultural inequalities between English and other language" (as cited in Sharma 2010, P.147). The dominant language can be used as the lingua franca among the people from different parts of the world. In this way English has an ability to become means of wider communications. The people are in a sense 'imposed' or 'motivated' to make the use of English language for communication. With the growing use of English in the world community, English is no longer language of English people. Rai (2003) Says "English language ha gained the status of an international language not only because it is used as lingua franca but because people in different parts of the world use it as their 'other tongue'. They not only use English as a medium of communication but also to create literature" (P.203). As result, new kind of English have emerged which are different from the English spoken by its native speakers.

All languages of the world are learned for international communication. Among them English has played vital role in the society because it serves as a lingua franca at international level. It is the principal language to gain the world

knowledge. It is compulsorily needed to exchange our views and promote the harmony among the people of the world. It is considered as multi dynamic language for getting job and for solving economic problems and improving social standard. It is also needed for the transmission of science and technology and development of tourism sector.

English is the language, which is widely used in the field of literature and science and technology. For political purposes too, its importance can't be neglected. We should learn English language when we go to abroad to participate in international seminar, conferences and workshops.

Regarding the global importance of the English language it has been widely prescribed as a compulsory subject in school and colleges in the different countries of the world.

Similarly, Bhattra (2006), opines:

"The spread of global cyber culture has spread the use of English even to the rural area, alike similarly English has played link role in unifying the people in diverse cultural and linguistics settings. Such roles were not perhaps, envisaged in the last decades. Despite this wide and expanded use of English there is lack of authentic and valid document which can prove the clear picture of use of English" (p.13).

The mass media especially, FM radios, and various channels on television broadcast their announcements in English because English is needed for almost all programmers to get a wide range of popularity and attraction at the national and international level. Thus, English has been important language in the world.

### **1.1.1 Language and Dialect**

Language and dialect are easy to recognize but very difficult to define and perhaps impossible to distinguish completely. Hudson (1981) writes :

In descriptive, synchronic sense language can refer either to a single linguistic norm or to a group of related norms. In historical, diachronic sense, language can either be a common language on its way to dissolution or a common language resulting from unification. A dialect is then anyone of related norms comprised under the general name language, historically the result of either divergence or convergence (as cited in Rai 2003, p.122).

The relationship between language and dialect is very complex. Firstly, their relationship is said to be whole part relation: language is whole and dialects are its part. In other words one language may have several different dialects. But the distinction lacks the obvious criterion since it is concerned deeply with the feeling of the users of a given code, whether a language or a dialect. While people do usually know what language they speak, they may not always lay claim to be fully qualified speakers of that language. They may experience difficulty in deciding whether what they speak should be called a language proper or merely a dialect of some language. Ordinary people use these terms freely in speech, certainly no more than a local non-prestigious variety of real language. Ordinary people treat language and dialect as the same but scholars often consider dialect as the subdivision of languages.

Crystal (2003) says:

The distinction between dialect and language seems obvious: dialects are sub division of language. What linguistics has done is to point to the complexity of the relationship between these notions. It is usually said that people speak different language when they do not understand each

other. But the so-called dialects of Chinese (Mandarin, Cantonese etc.) are mutually unintelligible in their spoken form (they do, however, share the same written language, which is the main reason why one talk of them as dialects of Chinese). And the opposite situation occurs : Swedes Norwegians and Danes are generally able to understand each other, but their separate histories, cultures, literatures and political structures warrant their being referred to as different language (p.133)".

A language, therefore, can be defined as a group of dialects which have enough their sound system, vocabulary and grammar. Language has social prestige and which is used in government offices and educational institutions

Hudson (2003), distinguishes the two notions language and dialect in terms of following:

**a) Size**

Language is larger in size than the dialects. It is in sense that a variety of code called a language contains more linguistic items, systems and features than one called dialect.

**b) Prestige**

Prestige or status of language is determined whether it is language or dialect. The prestige is again determined from the functions it serves from the state of codification. A language has official formal and all other functions that a dialect lacks.

**c) Script**

A language has writing system, script that dialect lacks (as cited in Sharma 2010, p.60). So dialects and language differ in different physical features. Similarly, Rai (2003), Argues "The different dialects of a language one dialect become standard dialect. This standard dialect is picked up usually by the state and used in administration, education, medical, literature and so on; it is usually used by the speakers of all other dialects" (P.123).

So language is standardized and dialect is non-standardized. A language can be defined as a superposed form used by speakers whose first and ordinary language may be different. In this sense language is the medium of communication between speakers of different dialects. It is more prestigious than the dialects because of its wider function and large population. So a language is also a dialect but a dialect is not necessarily a language. A dialect is a subordinate variety of a language, so it may be said that British and American English are dialects of English language.

### **1.1.2. Dialect**

Crystal (2003) defines :

"Dialect is a regionally or socially distinctive variety of language, identified by a particular set of words and grammatical structures. Spoken dialects are usually also associated a distinctive pronunciation or accent. Any language with a reasonable large number of speakers will develop dialects, especially if there are geographical barriers separating groups of people from each other to if there are division of social class one dialect may predominate as the official or standard form of language and this is the variety which may come to be written down (p.136).

According to this definition dialects are the variants codes of same language on the basis of pronunciation, vocabulary and grammar.

Similarly, Roach (2000), Says:

The word dialect refers to a variety of language which is different from others not just in pronunciation but also in such matters as vocabulary grammar and word order and the term 'accents' refers that they are pronounced differently by people from different geographical places, from

different social classes, of different ages and different Educational backgrounds (P.2-3).

Therefore, dialects are regional or social variation of same language which is distinguished by its vocabulary, grammar and pronunciation. But accent is related with pronunciation having other features of the same language for example, American and British English are dialect of same language but they may differ each other in pronunciation, grammar and vocabulary. In the case of pronunciation they have their own accents.

Dialects can be categorized in terms of standard and non-standard. Trudgill (1983) defines:

Standard English is that variety of English which is usually used in print, which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news board casts between standard and non-standard, it should be noted, has nothing in principle to do with difference between formal and colloquial language or with concepts such as black language standard English has colloquial as well as formal variant, and standard English speakers swear as much as others (p.17).

A standard dialect is that which is supported by the institutions which is used in government offices, is used as medium of instruction in schools or collages and it is used in mass communication. It supports to developed grammar and is used in an extensive formal literature. Lyons (2002), "There may be multiple standard dialects associated with a single language. For example standard American English, standard Canadian English, standard Indian English, and standard Australian English etc may all be said to be standard dialects of English language"(p.270). On another hand, a non-standard dialect, like



standard dialect, has a complete vocabulary, grammar, and syntax, but is not the beneficiary of institutional support. Dialects are further divided into two types: regional and social dialects.

### **a) Regional Dialect**

Regional dialects are also called the geographical dialects. Regional variation in the way a language is spoken is likely to be one of the most noticeable ways in which we observe variety in language. As we travel through a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many years. There may even be very distinctive local colourings in the language which we notice as we move from one location to another. Such distinctive varieties are called regional dialects of the language. Crystal (2003), says "The systematic study of all forms of dialects, but especially regional dialect, is called dialectology, also linguistic geography or dialect geographic" (p.136). A particular language may be spoken differently in different geographical areas. For example, English spoken in United States, the United Kingdom, and Australia etc. differ in number of ways. Their difference lies in words, grammar and pronunciation. Such varieties of same language are regional dialects of the language. Thus, regional dialects of English include British English, American English, Australian English etc.

Crystal (2003), Says :

Dialect continuum in sociolinguistics a term used to describe a chain of dialects spoken throughout an area, also called a dialect chain. At as point of the chain, speakers of a dialect can understand the speakers of other dialects who live further away may be difficult or impossible to understand (p.137).

In short, language variation on the basis of geographical variation is considered as regional dialect regional dialects are different at phonological Morphological, syntactic and semantic levels of language.

### **(b) Social Dialect**

The variation in language use in relation to social groups or classes can be understood as social dialect. Social dialects are the language variation based on the characteristics of the users of a language. Wardhaugh (2008) states:

The term dialect can also be used to describe difference in speech associated with various social dialects as well as regional ones where as regional dialects are geographically based social dialect originate among social groups and are related to social class, religion, ethnicity and so on (p.49).

The social class dialects are distinctive from one another in the phonological, lexical, grammatical and meaning levels. People from different social classes speak differently. The people use different vocabulary, pronunciation, and discourse patterns, and so on according to their social classes. Holmes (1992) states:

The stereotypical dialect speaker is an elderly rural person who is all but unintelligible in modern city dwellers. But dialects are simply linguistics varieties which are distinguishable by their vocabulary, grammar and pronunciation, the speech of people from different social as wells regional, groups may differ in these ways. Just as RP (Received Pronunciation) is a social accent so Standard English is a social dialect. It is the dialect used by well- educated English speakers throughout the

world. It is the variety used for national news board casts and in print, and it is the variety generally taught in English medium schools (p.137).

Some of the social dialect is considered more prestigious than others. Civilized and well-cultured varieties are more prestigious than uncivilized ones. The speakers of high castes show differences in the use of language from those of low castes.

### **1.1.3. British VS American English**

British English (BrE), is the broad term used to distinguish the forms of English language used in the United Kingdom from forms used everywhere. English is a West Germanic language originated from the Anglo-Frisian dialects brought to Britain Germanic settlers from various parts of what is now Northwest Germany and Northern Netherlands. British English is the language which is spoken and written in Great Britain. Thus, English language is developed into a borrowing language of great flexibility and with a huge vocabulary. Lyons (2002) writes " The most obvious difference between the term 'accent ' and 'dialect' is that the former is restricted to varieties of pronunciation, where as the latter also covers differences of grammar and vocabulary" (p.268). So every one speaks one dialect or another, just as every one speaks with one accents or another. It is quite possible for different people to speak the same dialect with strikingly different accents. Roach (2000), says "Languages have different accents which are pronounced differently by people from different geographical places, from different social classes, of different ages and different educational backgrounds" (p.2).

In talking about accents of English, the learners should be careful about the differences between England and Britain. There are many different accents in England, but the range becomes very much wider if the accents of Scotland, Wales and Northern Ireland are taken into account. Within the accents of England the distinction that is most frequently made by the majority of English people between Northern and Southern. The accent which has been

concentrated and used as model is the one that is most often recommended for learners' studying British English. It has for long time been identified by the name Received Pronunciation (RP). Since it is most familiar accent used by most announcers and newsreaders on BBC and British independent television broadcasting channels, a preferable name is BBC pronunciation. The form of English most commonly associated with the upper class in the Southern countries of England is called RP. It may also refer to Queen's and King's English. Lyons (2002), says "Since RP was the version of the Standard English spoken and written in England that served the purposes of administration and education throughout the British Empire. RP is often believed to be based on the Southern accents of England, but in the fact it has most in common with the early modern English dialects of the East Midlands"(p.270). Similarly, Gimson (1989) opines "RP often became identified in the public mind with 'BBC' English, this special position occupied by RP, basically educated Southern British English, has led to its being the form of pronunciation most commonly described in books on the phonetics of British English and traditionally taught to foreigners" (p.85). Generally RP can be distinguished into three different forms: conservative, general and advanced. Conservative RP refers to a traditional accent associated with older speakers with certain social backgrounds; general RP is often considered neutral regarding as, occupation or life style of the speakers; and advanced RP refers to speech of younger generation of British speakers.

American English (AmE), is a set of dialects of English language used mostly in the United States. Tottie (2002), writes:

The most generalized accent in North America is sometimes referred to as Network English. Logically of course, South American English, Canadian English and the varieties of spoken in and around Caribbean are also varieties of American English. Almost 400 million native speakers speak English with American pronunciation, vocabulary and grammar. There

are some useful books on American English, mostly designed for collage or university use (P.2).

But English written or spoken in North America is considered as standard American English and is more homogeneous. Tottie (2002) says "Delimiting what is American English is a difficult problem, however, American English, through films and other kinds of media and popular culture, and through business and computerization, is currently having a strong impact on British English as well as on other varieties" (p.3). So American English has been Popular throughout the world and it is mostly used all over the world.

Similarly, Pathak (2000), States "The young generation seems to be influenced by American language. Even the textbook writers of these days have used more American words in the new textbooks as compared to the old ones" (as cited in Shahi 2003 P.4)

Most North American pronunciation is standard, The Red areas where non-standard pronunciations are found among some white people in the United States. Roach (2002.p.3) opines:

The pronunciation of English in North America is different from most accents found in Britain. There are exceptions to this, we can find accents in the parts of Britain that sound American and accents in North America that sounds English. But the pronunciation that we are likely to hear from most American does sound noticeably different from BBC pronunciation.

A number of words and meaning that originated in Middle English or early modern English that always have been in everyday used in the United States dropped out in most variety of British English.

Therefore, British English (BrE) and American English (AmE) differ at the levels of phonology, vocabulary, syntax (morphology and grammar), and orthography (spelling and punctuation). In other words, when an American and a British persons meet each other, the first obvious different is the accent or the pronunciation of the words, the next obvious different is vocabulary, the occasional different words for something like a foreign language. Then, they utter different arrangement of certain words or certain sentences at grammatical level. Not only are these differences reflected in writing, but writing also brings out differences in spelling and punctuation. Most of the spelling differences between American and British are of systematic nature, but a number of words have to be learned individually. Tottie (2002) mentions the following rules of spelling differences between American and British English:

) American spelling has-or and-er where British spelling has-our and-re

| American  | British   |
|-----------|-----------|
| Color     | Colour    |
| Labor     | Labour    |
| Honor     | Honour    |
| Center    | Centre    |
| Kilometer | Kilometre |
| Meager    | Meagre    |

) Another simplification rule is that verb-final-l is not doubled before the ending-ed and-ing as British English.

| American           | British              |
|--------------------|----------------------|
| Canceled\Canceling | Cancelled\Cancelling |
| Traveled\Traveling | Travelled\Travelling |
| Marveled\Marveling | Marvelled\Marvelling |

) The spelling-log for-louge in American English.

| American | British   |
|----------|-----------|
| Catalog  | Catalogue |
| Dialog   | Dialogue  |
| Monolog  | Monologue |

) The ending -ense in American English but -ence in British English.

| American | British |
|----------|---------|
| Defense  | Defence |
| License  | Licence |
| Offense  | Offence |

) In few cases, words are longer in American English.

| American | British        |
|----------|----------------|
| Fulfill  | Fulfil         |
| Skillful | Skilful        |
| Willful  | Wilful (p.268) |

RP for British English and Network English for American English are the terms that very few people actually use RP or Network English. But those varieties are understood by large number of peoples and these varieties are the most useful models for non-native speakers.

Another difficulty in describing the differences between AmE and BrE is the pronunciation, that there are many different ways of transcribing spoken English. Tottie (2002) prescribes the following systematic rules of pronunciation differences between AmE and BrE:

) In the words where the dental or alveolar consonant preceded the vowel.

AmE has [u:] where BrE has [ju:].

| Word   | American English | British English |
|--------|------------------|-----------------|
| Tune   | [tu:n]           | [tju:n]         |
| New    | [nu:]            | [nju:]          |
| Resume | [rɪzu:m]         | [rɪzju:m]       |
| Duke   | [du:k]           | [dju:k]         |

) Few words spelled -er have [ɜ:r] in AmE but [ɒ] in BrE.

| Word    | American English | British English |
|---------|------------------|-----------------|
| Clerk   | [klɜ:rk]         | [klɒk]          |
| Derby   | [dɜ:rbɪ]         | [dɒbɪ]          |
| Barkley | [bɜ:rkli]        | [bɒkli]         |

) In some words AmE has [ɜ:r] where BrE has [ʌr].

| Word    | American English | British English |
|---------|------------------|-----------------|
| Hurry   | [hɜ:rɪ]          | [hʌrɪ]          |
| Courage | [kɜ:rɪdʒ]        | [kʌrɪdʒ]        |
| Worry   | [wɜ:rɪ]          | [wʌrɪ]          |

) In some diphthongs AmE has [oʊ] where BrE has [ ʊ].

| Word | American English | British English  |
|------|------------------|------------------|
| Home | [hoʊm]           | [h ʊm]           |
| Boat | [boʊt]           | [b ʊt]           |
| Road | [roʊd]           | [r ʊd] (p.18-19) |

Foreign loan-words are also often treated differently in American and British English. A list of non-systematic pronunciation differences between American and British English can be shown as follows:

| List of words | AmE                | BrE              |
|---------------|--------------------|------------------|
| Advertisement | [ædv r'taɪzɪnm nt] | [ dvɜ:r'tɪsm nt] |
| Banana        | [b 'næn ]          | [b 'nɑ:n ]       |
| Depot         | ['dɪpoʊ]           | ['dɪp ʊ]         |
| Dynasty       | ['daɪn stɪ]        | ['dɪn stɪ]       |
| Garage        | [g 'rɑ: ]          | ['gærɪd ]        |
| Herb          | ['hɜ:rb]           | ['hɜ:b]          |
| Leisure       | ['lɪ r]            | ['leɪ ]          |
| Lieutenant    | [lu:'ten nt]       | [lef'ten nt]     |



|          |             |              |
|----------|-------------|--------------|
| Morale   | [m 'ræl]    | [m 'ra:l]    |
| Mom\mum  | [mɑ:m]      | [mʌm]        |
| Produce  | [prɒʊ'du:s] | [prɒ'djʊs]   |
| Rather   | ['ræð r]    | ['rɑ:ð r]    |
| Route    | ['raʊt]     | ['ru:t]      |
| Schedule | ['skedju:l] | ['ʃedju:l]   |
| Semi     | ['semaɪ]    | ['semɪ]      |
| Vase     | ['veɪs]     | ['va:s]      |
| Wrath    | ['ræ ]      | ['rɒ ]       |
| Scenario | [S 'nærɪəʊ] | [S 'nɑ:ri ʊ] |
| Version  | ['vɜ: n]    | ['vɜ:ʃn]     |
| Comrade  | [' kɑ:mræd] | ['kɒmreɪd]   |
| Vitamin  | ['vaɪt mɪn] | ['vɪt mɪn]   |

Similarly, Lyons (2002) writes:

There are of course many lexical differences between the speech of average well-educated American and British persons: 'Elevator vs Lift', 'gas vs Petrol', etc. But most of the vocabulary of standard American English and, in so far as there are such things, of standard British English, is identical (p.269).

So, both standard American and standard British English are also different in their grammatical structures. Some common grammatical different between American and British English can be mentioned as follows:

| American English                  | British English                                |
|-----------------------------------|--|
| Write her                         | write to her                                   |
| He seems to be an intelligent man | He seems an intelligent man                    |
| Let's go see a movie              | Let's go and see a movie                       |
| Look out the widow                | Look out of the window                         |
| Talk with, meet with              | Talk to, meet                                  |
| I [already] ate                   | I have[already] eaten                          |
| Different than, different form    | Different from, different to                   |
| I do, I don't                     | I have, I haven't (in answer to, do you have?) |
| The house needs painting          | The house wants painting                       |
| Hudson River, Mississippi River   | River Thames, River Avon                       |
| Came over                         | Came around                                    |
| To be on a team                   | To be in a team                                |
| To live on a street               | To live in a street                            |
| To be in a sale                   | To be on a sale                                |
| I went                            | I have gone                                    |

To conclude, both American and British English are the varieties of English language. Both are standard dialects on their own and both have equal importance and prestige in the present world. American English is the native language of the North America and British English is the native language of Great Britain. The learners who want to study in Universities of English speaking countries they have to command over English language.

Bhattra (2006) says:

One can see that thousand of Nepali citizens are applying for foreign visa every month in search of new life in the world a large amount of national earning goes towards preparation TOEFL, IELTS and other

standardized test. Any one who has had English medium schooling has advantages over others in questions of exploring the world (p.13).

Both AmE and BrE are equal in sense that, the learners seeking entry to an English speaking Universities, they have to command over either British English or American English. International standardized tests are developed and administrated to measure the ability to use and understand BrE or AmE. Test of English as Foreign Language (TOEFL) has been developed and administered to measure the ability of nonnative speakers to understand and use American English, and international English language testing system (IELTS) has been developed and administered to measure the ability of nonnative speakers to understand and use British English.

#### **1.1.4. Listening skill in General**

For many years listening skill did not receive priority in language teaching until recently, the nature of listening in a foreign language was ignored by applied linguistics. It was believed that the ability to listen in a foreign language is automatically acquired with other skills. This position has been replaced by an active interest in the role of listening comprehension in foreign language teaching by the development of powerful theories of the nature of language comprehension and by the inclusion of carefully developed listening courses in many (EFL) English as a foreign Language programmers'. Everyday experience tells us listening is sometimes hard and sometimes easy, but we are normally unaware which factors are contributing to that variation. Anderson and Lynch (1989), say "The language input is hard to follow: the content of what is said may be fairly unpredictable; it may be abstract in nature; it may deal with a range of complex topic. There will be number of speakers with different voices and accents" (p.46). If we are going to present our students with a series a listening task graded for difficulty, then we must have some way of assessing precisely what makes listening more or less difficult.

Underwood (1989), states "Listening is the activity of paying attention to and trying to get meaning from something we hear." This involves understanding a speakers' accent or pronunciation, his grammar, his vocabulary and grasping his meaning. Munby (1979) identifies: The sub-skills involved in listening that are:

- ) Discriminating sounds in isolate word forms.
- ) Discriminating sounds in connect speech.
- ) Discriminating stress pattern within pattern.
- ) Recognizing variations in stress in connected speech.
- ) Recognizing the use of stress in connected speech.
- ) Understanding intonation patterns and interpreting attitudinal meaning through variation of tone.
- ) Interpreting attitudinal meaning through variation in pitch, height, range and pause (as cited in Phyak and Sharma 2007.p.198).

Many learners of English find themselves in a variety of situations where they need in a real for a range of purposes. Reasons for Listening will be many and varied depending on where we are living or working. Galvin (1985), gives the five main reasons for listening that are:

- ) To engage in social rituals
- ) To exchange information
- ) To exert control
- ) To share feeling
- ) To enjoy yourself (as cited in Underwood in 1989).

Ability to listening target language is crucial for successful conversation because listening goes together which provides support for speaking. Learners are likely to face both the classroom and real life listening situation. Most listening occurs in the course of conversation. Underwood (1989) states the extensive list of listening situations that are:

- ) Listening to live in conversation
- ) Listening to announcement

- ) Listening to news and weather forecast
- ) Watching news and weather forecast
- ) Listening to the radio for entertainment
- ) Watching a live performance of a play
- ) Watching TV for entertainment
- ) Watching film in cinema
- ) Listening to records
- ) Following a lesson
- ) Attending a lecture
- ) Listening on the telephone
- ) Following instruction
- ) Listening to someone giving a public address

It is worth establishing which of these listening situations are likely to feature largely in our students lives and to bear this mind when planning listening work. Anderson and Lynch (1989) argue:

All types of listening skills are valuable and necessary if a learner is to acquire an all-round ability to listen effectively in a range of situations, to various types of input, and for variety of listening purposes. There are two principal reasons for our stressing the important of listening. First, for many students, it seems to be the most demanding skill many native speakers have difficulty with this kinds of listening. Second, it is an area of listening which in danger of being overlooked in courses for foreign learners on sound system and grammar of language (p.8).

If our students do not learn to listen effectively, they will be unable to take part in oral communication, when a listener fails to understand the message, it is said that communication has been broken down.

Thus, listening comprehension does not simply understand the meaning of individual words and utterances, but meaning of discourse as whole.

Nunan (2002), suggests "we design activities each both bottom-up top-down processing skills as they both play important, but different roles in listening" (as cited in Phyak and Sharma 2007. P. 206). The listeners should be able to comprehend both explicitly and implicitly stated information both on the basis of the listening materials and his/her previous knowledge. They must extra specific facts as well as get the general picture of what has been said the best way to know each whether the listener has understood the spoken message is thought his/her experience. Underwood (1989) mentions two aspects of listening skills viz. listening perception and listening comprehension:

- ) Listening perception: It involves recognizing and discriminating between contrasting sound and combination of sounds.
- ) Listening comprehension: it involves working out the meaning form a stretch of language that is heard".

So, listening is directly related to the aspects of speech involving, understanding the pronunciation of consonant and vowel sounds, stress, rhythm and intonation. It also involves understanding the grammar and vocabulary items contained in speech.

### **1.1.5. Testing Listening Skill**

Listening is a complex receptive process in which a listener receives the incoming data, a acoustic signal and interprets it on the basis of has linguistic and non-linguistic knowledge comprises knowledge of phonology, lexis, syntax, semantics, pragmatics, discourse structures and sociolinguistics. The non-linguistic knowledge refers to the knowledge of the topic, the context and the general knowledge about the world. Hughes (1989) argues:

The special problems in constructing listening tests arise out of the transient nature of spoken language. Listeners can not usually move backwards and forwards over the text. The one apparent exception to this,

when a tape recoding is put at the listener's disposal, does not represent a typical listening task for most people (p.134).

Listening is one of the receptive skills, the testing of listening parallels in most ways of testing reading. Listening is key for successful communication. A child can not produce if he/she does not hear it in meaningful context. Buck (2001) writes:

There are two most important views on how listening comprehension takes place i.e. top-down process and bottom-up process. The bottom-up approach assumes that language comprehension through listening is a process of passing through a number of consecutive stages-bringing from phonemes, the smallest sound segments that can carry meaning passing through individual words, the syntactic levels, analysis of semantic content to arriving at a literal understanding of the basic linguistic meaning. The top-down approach adopts a different view on how language is processed while listening for comprehension. It believes that various types of knowledge are involved in understanding language without following any fixed order the different types of knowledge can be used in any order simultaneously, and they are all capable of interesting and influencing each other. This is called interactive process (as cited in Khaniya 2007.P.127).

The ability to listen, we involve the ability to recognize the sounds and combinations of sounds and the ability to make sense of these combination of sounds. in the process of listening the learners have to be able to recognize and discriminate between the contrasting sounds and combination of sounds first. This aspect of listening is said listening perception. Thus, getting message through listening is called the listening comprehension. So testing listening

involves both testing listening perception and listening comprehension. Similarly, Valette (1967), argues "The main objective of a listening test is evaluating the students' comprehension. His disagree of comprehension will depend on his ability to discriminate phonemes, to recognize stress and intonation pattern, and to retain what he has heard" (as cited in khaniya 2005.P.129). In some situation listening may involve writing. For example listening to lecture one may have to write notes and summarize. Listening is a receptive skill like reading. From a testing point of views, one of the notable differences between listening and reading is that listeners can not usually move backwards and forwards over what is said in the way that they can do while reading. Hughes (1989) states:

It may seem rather odd to test listening separately form speaking, since the two skills are typically exercised together in oral interaction. However, there are occasions such as listening to the radio listening to the lectures, or listening to railway stations announcement, when no speaking is called for (p.134).

Thus, main aspects of listening test are to evaluate the students' comprehension. Therefore authentic text that take place in real life have to be used in the listening test such test items which test elements of language as well as communicative abilities should be incorporated in listening tests. There are different views on what constitutes listening and what should be taught and tested while testing listening. Willis (1981) points out the following major sub-skills:

- ) Predicting what people are going to talk about.
- ) Guessing meaning of unknown words or phrases without panicking.
- ) Using one's own knowledge of the subject to help one understand.
- ) Identifying relevant points; rejecting, irrelevant information.
- ) Retaining relevant points by note taking.



- ) Recognizing discourse markers.
- ) Recognizing cohesive devices including link words pronouns, references etc.
- ) Understanding different intonation patterns and uses of stress which gives clues to meaning and special setting.
- ) Understanding inferred information e.g. speaker's attitude or intention.

(as cited Khaniya in 2005.P.128)

In testing listening, the test is set at an appropriate level. Texts must be chosen with the test specifications in mind. If the quality of recording is unsatisfactory, it is always possible to make a transcription and then re-recorded it. If recording are made especially for the test, then care must be taken to make them as natural as possible. Hughes (1989) mentions the following technique for testing listening:

- ) Multiple choice
- ) Short answer
- ) Information transfer
- ) Note taking
- ) Partial dictation etc. (p.137-139).

Method of language testing has been changing over time. In the present context, communicative testing is emphasized. This approach focuses on the factors such as authentic texts authentic tasks, communicative purpose, interactive ness, performance etc. Khaniya (2005) mentions the following types of technique for listening:

#### **i. Sound discrimination**

The common test for sound discrimination is pictures, test of stress and intonation e.g. an utterance is expressed asking the learner to locate the focus, discrimination (pairs) etc.

## **ii. Statement and dialogues**

A statement followed by choices of meaning of the sentence.

- ) Statement evaluation
- ) Sentence repetition tasks
- ) Paraphrase recognition
- ) Response evaluation

## **iii. Testing through visual materials or using texts**

- ) Multiple choice questions-Artificial
- ) Short answer questions, listening and note taking- Realistic
- ) Information transfer- no need for processing return question responding to spoken input.
- ) Dictation
- ) Recall for the facts-testing intensive listening
- ) Translation (P.132)

In the context of Nepal, listening skills have deaf ears and blind eyes in actual language classroom. Most of the teaching and testing activities are confined to reading and writing. Generally, listening and speaking skills are tested in SLC level and these skills are neglected in higher secondary and advanced level.

### **1.1.6. Testing Listening Comprehension**

Language is aural oral. Basically, communication takes place through listening and speaking one can't respond until and unless one understands or comprehends others' speech. Listening comprehension has to do with the semantic contents of the language they hear. That is to say listening comprehension is decoding the spoken text. Thus, Listening comprehension is one of the essential aspects for developing communicative proficiency in the target language. Pokhrel (2006) says:

Dictation, as a major type of integrative test, is mainly used as means of measuring students' skills of listening comprehension. However, dictation also measures auditory discrimination, the auditory memory span, spelling, the recognition of sound segments, a familiarity with the grammatical and lexical patterning of the language and overall textual comprehension (P.101).

Listening comprehension refers to the ability to understand and interpret the spoken message. It is not only process of decoding language rather it is very complex process in which the listeners take the incoming data, the acoustic signal and interprets that, using wide variety of information and knowledge for a particular communicative purpose. It is an inferential and ongoing process of construction and modifying an interpretation of what the text about, based in whatever information seems relevant at that time. Doff (1988) mentions the following points on testing listening comprehension:

- ) Obviously the text should be simpler and the text should not be too many. In reading the students can keep referring back to the text but in listening they have to retain what they hear in their minds. The text itself should also be fairly short.
- ) In listening we can test students' ability to recognize words and phrases which should present not problem in reading. So we should include questions, which can be answered directly from the text.
- ) If the main aim is to test listening skill, we should avoid giving students too much to write; so open-ended questions should have very short (One or two word) answers (P.263).

Similarly, Sharma (2008) mentions following items used for testing listening comprehension:

- ) True/False item
- ) multiple choice item
- ) Ordering item

- ) Answer the question item
- ) Table completion item
- ) Listen and do/act/draw item
- ) Sentence completion item
- ) Listen and tick item
- ) Listen and find item
- ) Focused dictation
- ) Summary completion item (P.99).

Thus, the general technique to test listening comprehension consists of presenting orally to the students an utterance in target language and checking to see if the students understand the complete utterance or crucial parts of it.

### **1.1.7. Testing Listening Proficiency**

Davies. et. al. (1999). Defines "Proficiency is a test which measures how much of language someone has learned"(as cited in Khaniya 2005. p. 83). A proficiency test is not linked to a particular course of instruction, but measured the learners' general level of language mastery. Hughes (1989) defines:

Proficiency tests are designed to measure people's ability in language regardless of any training they may have had in that language. The content of proficiency test therefore is not best on the content or objectives of language courses which people taking the test may have followed (p.9).

There are different proficiency test which, they contrast, do not have any occupation or course of study in mind. The concept of proficiency is more general. Proficiency tests are concerned with assessing what has been learned of a known or unknown syllabus. Whatever there previous experience the all who presents themselves can take part in the test administration. Proficiency test is best on a specification of what candidates have to be able to do in language in order to be considering proficient. Khaniya (2005), States "proficiency test is based on analysis of a job or a situation or a course of study.

the purpose of administering such test is to investigate whether or not a candidate has adequate proficiency in the language in question in order to cope with the anticipated course or job"(p.84).

Listening is not a single skill; rather it is a network of several sub-skills. So proficiency in listening comprehension implies having proficiency in the sub-skills of listening.

Different scholars have categorized listening skill into different sub-skills, Harmar (2001) talks about the following sub-skills of listening:

- ) Identifying the topic
- ) Predicting and guessing
- ) Getting general picture or understanding
- ) Extracting specific information
- ) Recognizing functions and discourse pattern
- ) Deducing meaning from the context (as cited in Chapagain 2005.P.5).

Kunnan (1993) writes:

On the field of language testing, there are several well-known proficiency test such as Cambridge Proficiency Exams (CPE), The Michigan Tests (TMT), The Test of English as Foreign Language (TOEFL), English Proficiency Test Battery (EPTB), International English Language Testing System (IELTS), Test of English Writing (TEW), Test of Spoken English (TSE) and Speaking Proficiency in English Assessment Kit (SPEAK).

Most of the above mentioned proficiency test are developed and administered by the Educational Testing Service (ETS) but First Certificate in English (FCE) and (IELTS) are developed and administered by (UCLES) University of Cambridge Local Examination Syndicate (p.27).

Testing listening proficiency aims to test the listening abilities of learners for a particular purpose. An example of this would be a test is designed to discover whatever someone can function successfully as a United Nations Translator. Another example would be a test used to determine whether a student's English is good enough to follow the course of study at British or American Universities. Such a test may even attempt to take into account the level and kinds of English needed to follow courses in a particular subject areas.

### **1.1.8. Testing Listening Proficiency in TOEFL**

Test of English as a Foreign Language (TOEFL) is an international standardized examination that is developed and administered by Educational Testing Service (ETS) and is used to evaluate a nonnative English speaker's proficiency in the English language. Gear and Gear (2009), say "To be admitted to North American Colleges or Universities, a candidate will probably need to take TOEFL test"(p. iii). Many North American Collages and Universities, as well as a large number of institutions, Government agencies, licensing bodies, business or scholarship programmers ask for official TOEFL tests scores during the admission process. An acceptable score on the TOEFL test depends on the specific requirements of the particular institutions or agencies involved. Requirements vary form institution to institution. The candidates should check with the institutions or agencies, they are applying to for their specific requirement. The TOEFL examiners committee helps to ensure the test is a valid measure of English language proficiency reflecting current trends and methodologies. Until the TOEFL Internet Based Test (IBT) has become available worldwide, whether the candidate take TOEFL Internet-Based- Test (IBT), Computer Based Test (CBT) or Paper Based Test (PBT) will depend on where the candidate live or the circumstances under which there are taking the test. TOEFL (IBT) includes four sections: Listening, speaking, reading and writing. Gear and Gear (2009. p. xxiii) shows the following TOEFL IBT format:

| Section   | Number of passages | Number of questions             | Approximate time |
|-----------|--------------------|---------------------------------|------------------|
| Reading   | 3-5 passages       | Each containing 12-14 questions | 60-100 minutes   |
| Listening | 4-6 lectures       | Each containing 6 questions     | 60-90 minutes    |
|           | 2-3 conversations  | Each containing 5 questions     |                  |
| Speaking  | 6 tasks            | 6 questions                     | 20 minutes       |
| Writing   | 2 tasks            | 2 questions                     | 50 minutes       |

Each section of TOEFL test is scored separately. The number of points received for each section is converted to a scaled score of 0-30, for a combined total possible score of 120 shown as below:

| Section   | Full marks |
|-----------|------------|
| Listening | 0-30       |
| Speaking  | 0-30       |
| Reading   | 0-30       |
| Writing   | 0-30       |
| Total     | 0-120      |

The listening section of the TOEFL test measures the ability to understand English, which is spoken in North America. TOEFL listening includes conversations of professors and student's, academic lectures and talks. Some of the lectures include classroom discussions. Each listening test begins with spoken statement that sets the context. The speakers from different American English speaking countries may be featured in the listening section of the TOEFL test. The lectures are on a range of topics, covering anything from American history, art, and business, hard sciences topics such as chemistry, physics, Biology, geography, social sciences topics such as psychology, sociology and anthropology. Khadka (2006) mentions "The ETS has classified sub-skills of TOEFL listening as follows:

- ❖ Understanding of language use
  - Understanding a speaker's implication
    - ) Understanding an idiomatic expression in context
    - ) Understanding rhetorical functions
- ❖ Understanding Basic comprehension
  - ) Identifying the main idea
  - ) Understanding details
  - ) Drawing and inference
- ❖ Ability to listen to learn
  - ) Summarizing the most important points (P.5-6).

TOEFL is a major test proficiency test for Nepalese students to secure admission into the universities of American English Speaking Countries. The accent used in listening audio record of TOEFL test is based on Network English or Standard American English. In other words cassettes or CD's of listening test includes the speakers with the variety of Native American accents or pronunciations. Most of Nepalese test takers' experience a lot of difficulties while listening and responding the questions because Nepalese learners have not been taught through Network English or Standard American English.

### **1.1.9. Testing Listening Proficiency in IELTS**

The international English Language Testing System (IELTS) is an international standardized test of English Language proficiency. Clapham (1996) writes:

IELTS is developed and administer jointly by The British Council, the University Cambridge Local Examination Syndicate (UCLES) and by IDP: IELTS Australia. IELTS is designed to access the English proficiency of the students wishing to attend English medium universities and collages (p. 50).

It is also designed and developed for people seeking immigration to an English speaking country. Clapham (1996), states:



The early 1960s British Universities and colleges became dissatisfied with the level of English of their overseas students, a set of procedures called the British Council Subjective Assessments for which British council officers produced their own test materials to test language proficiency of nonnative students which is raised as a version of IELTS (p.50).

Chapagain (2005) mentions that there are two versions of IELTS test:

Ñ **Academic Module:** For students seeking entry to university of higher education offering a degree or diploma course.

Ñ **General Module:** For students seeking entry to a secondary school, to vocational training course or for people taking IELTS test for immigration purposes (p.7).

Similarly, Koirala (2007) states:

IELTS is accepted by most Australian, British, Canadian, Irish, New Zealand, and South African academic institutions. So IELTS is globally recognized direct English Language assessment of the highest quality and integrity readily available throughout the world. IELTS is a proficiency test administered at the authorized centers in the different parts of the world (p. 9).

IELTS includes four language skills: listening, speaking, reading and writing. The total test duration is around two hours and forty-five minutes for listening, reading and writing and almost fifteen minutes for speaking skill. IELTS test format can be presented as follows:

| Module    | Number of tasks | Approximate time |
|-----------|-----------------|------------------|
| Listening | Conversations   | 40 minutes       |
|           | Monologues      |                  |
| Reading   | 3 passages      | 60 minutes       |
| Speaking  | 3 tasks         | 11-14 minutes    |
| Writing   | 2 tasks         | 60 minutes       |

IELTS comprises that listening, speaking, reading and writing test are administered on the same day. It is administered and developed to assess the language ability of candidates needing to study or work in countries, where English is used as the first language both for communication and for medium of instructions.

The IELTS incorporates the following features:

- ) A variety of accents and writing styles have presented in text materials in order to minimize linguistic bias.
- ) IELTS tests the ability to listen, read, write and speak in English.
- ) Band scores used for each language sub-skill (Listening, Reading, Writing and Speaking). The Band Scale ranges from 0 (Did not attempt the test) to 9 (Expert User).
- ) The speaking module - a key component of IELTS. This is conducted in the form of a one-to-one interview with an examiner. The examiner assesses the candidate as he or she is speaking, but the speaking session is also recorded for monitoring as well as re-marking in case of an appeal against the banding given.
- ) IELTS is developed with input from item writers from around the world. Teams are located in the USA, Great Britain, Australia, New Zealand, Canada and other English-speaking nations.

The listening module of IELTS comprises four sections. Each section begins with a short introduction telling the candidates about the situation and the speakers and each section is heard only once. Listening contains 40 minutes, 30

minutes for which a recording is played centrally and additional 10 minutes for transferring answers into answer sheet. Each main section is divided into two and sometimes three sub-sections, before each section the candidates have time to read the questions and they are advised to write their answers in question booklets. The first two sections are usually of social nature. Section one usually contains a conversation between two people and sections two contains a monologue, e.g. a radio broadcast or a talk. Section three is usually a conversation in an educational or training context e.g. tutorial about a particular subject. Section four is a monologue, such as a lecture or a talk on a subject of general academic interest. IELTS uses a variety of response formats and items to evaluate the listening module. M<sup>c</sup>Carter and Easton (2007) mentions the following items:

- ) Multiple Choice
- ) Short answer question
- ) Sentence Completion
- ) Notes/Summary/Flow Chart/ Diagram/Table completions
- ) Labeling a diagram which has numbered parts
- ) Classification
- ) Matching (p.2)

IELTS results are reported on a nine band scales. In addition to the score overall language ability, IELTS provides a score in the form of profile for each of four skills (Listening, Speaking, Reading and writing). These score are also reported on nine band scales. All score are recorded on the test report form along with details of the candidates' nationality, first language and date of birth. Koirala (2007, p.7) mentions The nine band scales of IELTS as follows:

|   |                |   |
|---|----------------|---|
| 9 | Expert User    | Has full operational command of the language: appropriate, accurate and fluent with complete understanding. |
| 8 | Very Good User | Has full operational command of the language with only occasional unsystematic inaccuracies and             |

|   |                          |  |
|---|--------------------------|--|
|   |                          | inappropriacies.   |
| 7 | Good User                | Has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstanding in some situations. Generally handles complex language well and understands detailed reasoning. |
| 6 | Competent User           | Has generally effective command of the language despite some inaccuracies, 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 competence is limited of familiar situations. Has a frequent problem in using complex language.  |
| 3 | Extremely Limited User   | Conveys and understands only general meaning in very familiar situations.  |
| 2 | Intermittent 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.   |
| 1 | Non User                 | Essentially has no ability to use the language beyond possibly a few isolated words.   |
| 0 | Did not attempt the test | No assessable information provided at all.   |

IELTS is administered centrally by UCLES, but the approved centers, most of which are British Council of IDP offices, supervise the local administration of the test and ensure the provision of qualified and trained examiners. IELTS test attempts to include a high degree of authenticity of British English within

listening module. Cassettes or CDs of listening IELTS include with speakers of British accents. Nonnative learners who seek to study in British English speaking countries, they have to take IELTS test. Listening text of IELTS exam are developed on the basic of Standard English spoken in England. The audio material of listening IELTS includes spoken language used in TV broadcasting channels, offices and associated with upper class in Southern countries of England which is called the Received Pronunciation.

## **1.2. Review of Related Literature**

Up to now, a few researches on listening proficiency have been carried out. Some of them are as follows:

Singh (2000) carried out a research entitled " A study on listening comprehension of grade eight students." It was a comparative study between the grades eight students of public and private sectors in their achievement of listening comprehension. His findings show that the private eighth graders are better than their public counter faces.

Timsina (2000) conducted on "The effectiveness of recorded materials over conventional techniques in teaching listening comprehension." The research was related to the tenth graders of public schools. After teaching 20 lessons, he administered a test on both experimental and control groups. He found that control group, for which the live voice if the teacher (conventional technique) was employed, gained better achievement than the experimental group, for which the recorded materials were employed.

Aryal (2001) carried out a research entitled "Listening Ability of Grade Ten Students." He found that the students' proficiency was better in the seen texts in comparison to the unseen ones.

Rana (2003) carried out a research entitled "Listening Ability of the Nepalese Learners of English" in which he found the students' ability to discriminate

segmental sound units and number of syllables was higher than intonation pattern.

Shahi (2003) carried out a research entitled "A study on the vocabulary and spellings in British and American English" in his research he found that no one was consistent in use of British or American English exclusively in general as well as in the use of vocabulary spelling separately and British English is found to be more dominant in the Nepalese students. But in his research some of the individuals were found to use American English more than British English.

Chapagain (2005) carried out his research entitled "Proficiency in Listening Comprehension of Grade Nine Students." Its objective was to find out the listening proficiency of ninth grades of public and private schools in Kathmandu valley. He found that the students' average proficiency in listening was 5.0. He concluded that the students of private schools were better than the students of public schools.

Khadka (2006) carried out a research on "Proficiency in listening comprehension of Bachelor Third Year students." In his study listening tests across different faculties (i.e. Faculty of Education, Faculty of Management, and Faculty of Humanities and Social Sciences) that came out with the result that the students scored below the proficiency requirement. The students were found to be significantly better in short dialogues than in long conversations.

Sapkota (2006) carried a research on the "Effectiveness of Live Presentation and Recorded Materials in Teaching Listening Comprehension" and the finding was that the live presentations were more effective for teaching listening comprehension than the recorded materials.

Subedi (2007) carried out a research entitled "A study on listening proficiency of the seventh graders." He studied the listening proficiency of public and private schools. From the study, he discovered that the listening proficiency of private school students was better than that of public, and the total performance

was satisfactory (78.62%). The score of one text was positively correlated with the score of other texts.

Koirala (2007) carried out a research entitled "Listening proficiency of Bachelor level students in IELTS" from the study she found that listening proficiency of female students was better than male students and the student of private sector have been found better than government sector, Their average listening proficiency was 39% with 3.5 band score which was below the level of specified in the international standard test.

Thus, different researches have been carried out on the listening proficiency of the students on the basis of different contents. But no one of them speaks on the comparative study on listening proficiency on the basis of TOEFL and IELTS tests. Both TOEFL and IELTS are international recognized proficiency tests. The present study is different from previous ones in sense that, it is the first attempt to compare the listening proficiency of Nepalese students on the basis of American and British English. This study is concerned with listening proficiency of Bachelors' Second years students who are studying English as major subject. On the basis of American and British accents. Here the researchers has used TOEFL based test for finding listening proficiency of American English and IELTS based test for finding listening proficiency of British English or RP in the study.

### **1.3 Objectives of the study**

The general objective of the study is to compare the listening proficiency of the Bachelor second year students who are studying English as major subject on the basis of TOEFL and IELTS tests.

The specific objectives of the study are as follows:

- ❖ To compare the listening proficiency of the students on the basis of TOEFL and IELTS test.
- ❖ To compare the listening proficiency of students who are studying English as major subject in terms of following variables:

- ) Faculty (Education VS Humanities and Social Sciences)
- ) Sex (Male VS Female)
- ) District (Surkhet VS Banke, Surkhet VS Bardiya and Bardiya VS Banke)

❖ To suggest some pedagogical implications.

#### **1.4. Significance of the study**

The study will be useful to all those who are interested in English language teaching learning and test preparation because this study will guide them to use authentic listening materials in language teaching. TOEFL and IELTS are widely recognized tests that will be helpful for them who prepared the English language test. It is also expected to be significant to TOEFL and IELTS preparing candidates, TOEFL and IELTS instructors and training institutions, in sense that they will have guideline about preparation of TOEFL and IELTS. The students will be familiar with the testing system of internationally standardized tests. The study is important for Nepalese students who are studying English as major subject or other subject and are going to join the undergraduate or post- graduate degrees in Britain, United States, Canada, Australia, Newzeland and other TOEFL and IELTS seeking Universities, in sense that the listening test used in TOEFL and IELTS attempt to include the high degree of authentic voices of native speakers. The conversations, talks, lectures and academic discussions included in listening tests are authentic that they have to face if they join in these English speaking universities. For example, the conversation between book seller and student in a book shop is essential for them, and a lecture in a class room might be fruitful for them. The present study will be directly or indirectly useful for curriculum and syllabus designers because testing listening has not been included in higher secondary and Bachelors level. The study will give some insights to the textbook writers so that they can reform textbooks including teaching and testing listening activities. The study will be fruitful for the future researchers who may want to carry out the researches on similar content.



## **CHAPTER: TWO**

### **METHODOLOGY**

As methodology deals with how aspect, it include details about the various logistic procedures, a researcher has to undertake for his/her study. In the present study, for the fulfillment of above mentioned objectives, the researcher adopted the following methodological strategies.

#### **2.1. Source of Data**

The researcher made use of both primary and secondary sources of data. Thus, the study was based on the following sources of information.

##### **2.1.1. Primary source of Data**

Primary sources of data collection for this research were the students of Bachelor level second year students who were studying English as their major subject from the faculty of education and Humanities and Social Sciences.

##### **2.1.2. Secondary source of Data**

For the facilitation of the present study, the researcher consulted different research reports, articles, journals, forums, periodicals, theses, dictionaries, books and other materials available in internet which have close relevance with the present study.

#### **2.2 Population of the Study**

The population of the study comprises of Bachelor level Second year 120 students who were studying English language or literature as their major subject from two different faculties of TU: (Education and Humanities and Social Sciences). The sample population was selected from three districts: (Surkhet, Banke and Bardiya).

### **2.3. Sampling Procedure**

The researcher had randomly selected 120 students who were studying English as major subject in Bachelor second year from the faculties of Education and Humanities and Social Sciences. The students were randomly selected mainly from three districts: Surkhet, Banke and Bardiya. forty students from each district and twenty students form each faculty had been selected by applying stratified random sample procedure. The campus wise groups had equal number of boys and girls.



## **2.4. Tools for Data Collection**

The researcher used both TOEFL and IELTS based complete listening test. They were taken from Cambridge preparation or TOEFL book and a book for IELTS. He used audio CDs player, audio player, pendrive, questionnaire (test items) and listening script for TOEFL and IELTS based listening texts.

## **2.5. Process of Data Collection**

The researcher applied the following procedures to collect the data. At first, the researchers selected the test items and he prepared the listening audio CDs and pen drive and then he carried out pilot study as to see time duration and students' attitudes towards the tests. It was found that TOEFL test took one hour and IELTS test took 40 minutes, they liked to listen and responded to the items; the researchers proceeded with the same items. The researcher, with valuable consent from the authorities, visited the selected campuses, located in different district like Surkhet, Banke and Bardiya.

After visiting the campuses, he talked to authority; and got the permission to carry out the purposed study. Then he explained them why he wanted to administer the test to them. The total population of selected campuses was divided into two groups: students of Education and students of Humanities and Social Sciences and they were divided into two groups: Male and Female.

To administer the tests, The test items of TOEFL were distributed and the students were provided necessary instruction for each part of tests. Next, he played the recorded materials for TOEFL listening test. After the completion of TOEFL listening test the student were provided a short break for ten minutes. Then, the researcher administered IELTS listening test in the same way. For each item, the recorded materials had been played only once.

## **2.6. Limitations of the study**

The study has the following limitations:

- ) The number of sample population was 120 only.
- ) The area of the study was confined to listening skills of TOEFL and IELTS based tests only.
- ) The study was limited to one TU constituent campuses and three TU affiliated campuses.
- ) The study was limited to three districts: Surkhet, Banke and Bardiya only.
- ) Only the students of Bachelors Second year, who were studying English as major were selected as study population.
- ) Only the students from the faculty of Education and faculty of Humanities and Social Science were selected as study population.

## CHAPTER: THREE

### ANALYSIS, INTERPRETATIONS OF DATA

This chapter includes the analysis, interpretation and tabulation of data collected from primary sources. The main concern of this research work is to determine and compare the listening proficiency of Bachelor second year students who were studying English as a major subject from the faculty of Education and Humanities and social sciences. It includes different campuses of three districts: Surkhet, Banke and Bardiya.

Having collected the data, the correct responses supplied by the test takers were assigned marks (one assigned mark was for one correct response) to them. The obtained scores of test takers were analyzed and interpreted descriptively using simple statistical tools like mean (the average mark) and percentage. Mean (average) was calculated by using the following mathematical formula:

Where

$$\bar{X} = \frac{\sum fx}{N}$$

$\bar{X}$  = Mean

f = Frequency of occurrence

$\sum$  = Sum of

X = Score in a distribution

N = Number of Scores

The correct responses of TOEFL based listening test were analyzed and interpreted on the basis of TOEFL format. The guide line for TOEFL listening section is a simplified version of the scoring system used by ETS. To calculate the scores in the listening section, the correct responses of the test takers are calculated in percentage to find their converted scores as shown below:

| Correct answers percentage% | Converted scores |  | Correct answers percentage% | Converted scores |
|-----------------------------|------------------|--|-----------------------------|------------------|
| 98.3-100%                   | 30               |  | 45-48.2%                    | 14               |
| 95-98.2 %                   | 29               |  | 41.7-44.9%                  | 13               |
| 91.7-94.9%                  | 28               |  | 38.3-41.6%                  | 12               |
| 88.3-91.6%                  | 27               |  | 35-38.2%                    | 11               |
| 85-88.2%                    | 26               |  | 31.7-34.9%                  | 10               |
| 81.7-84.9%                  | 25               |  | 28.3-31.6%                  | 9                |
| 78.3-81.6%                  | 24               |  | 25-28.2%                    | 8                |
| 75-78.2%                    | 23               |  | 21.7-24.9%                  | 7                |
| 71.7-74.9%                  | 22               |  | 18.3-21.6%                  | 6                |
| 68.3-71.6%                  | 21               |  | 15-18.2%                    | 5                |
| 65-6.2%                     | 20               |  | 11.7-14.9%                  | 4                |
| 61.-64.9%                   | 19               |  | 8.3-11.6%                   | 3                |
| 58.3-61.6%                  | 18               |  | 5-8.2%                      | 2                |
| 55-58.2%                    | 17               |  | 1.7-4.9%                    | 1                |
| 51.7-54.9%                  | 16               |  | 0-1.6%                      | 0                |
| 48.3-51.6%                  | 15               |  |                             |                  |

The researcher analyzed the listening proficiency of the students on the TOEFL best test with reference to TOEFL converted scores used by ETS.

A point to be made in listening test of the TOEFL is administered as separate section. Most colleges belong to English speaking countries use TOEFL scores as only one factor in their admission process. Each college or program with in a college often has a minimum TOEFL score required. Listening scoring system of TOEFL used by ETS shows that 51.6 percent for undergraduate admission/scholarship and assistantships and 81.7 percent for post-graduate admission/scholarships and assistantships.

The researcher analyzed the listening proficiency of the students on IELTS based test on the Basis of IELTS band scores. IELTS raw scores obtained by the in test taker were analyzed and interpreted in terms of following IELTS Band score table of listening:

| Raw scores | Band scores | Raw scores | Band scores |
|------------|-------------|------------|-------------|
| 40         | 9           | 21-20      | 4.5         |
| 39-38      | 8.5         | 19-17      | 4           |
| 37-35      | 8           | 15-16      | 3.5         |
| 34-33      | 7.5         | 14-13      | 3           |
| 32-31      | 7           | 12-10      | 2.5         |
| 30-29      | 6.5         | 9-8        | 2           |
| 28-27      | 6           | 7-5        | 1.5         |
| 26-24      | 5.5         | 4-1        | 1           |
| 23-22      | 5           | 0-0        | 0           |

Though, different institutions recognized different band scores, the mean (Average) band score accepted by the majority of the institution is (6.0).

The data were analyzed and interpreted on the following headings:

- ) Overall Listening proficiency of the Bachelor second year students on the TOEFL and IELTS based test as a whole.
- ) Faculty wise comparison  
(Education VS Humanities)
- ) Sex wise comparison  
Male VS Female
- ) District wise comparison  
Surkhet VS Banke  
Banke VS Bardiya  
Bardiya VS Surkhet
- ) Comparison a listening proficiency of the students on the basis of TOEFL and IELTS Tests as a whole.



### **3.1 Listening proficiency of the students as whole**

This section deals with the overall listening proficiency of the selected students and academic institution on TOEFL and TELTS based tests as whole. Listening proficiency of TOEFL and IELTS based tests are analyzed separately. So, this has been further categorized into two sub-sections shown as below.

#### **3.1.1 Listening proficiency of the Bachelor Second year students on the TOEFL based test as whole**

Table No. 1

| No. of Students | Full Marks | Frequency of CR | Frequency of CS | Percentage | Mean of CS |
|-----------------|------------|-----------------|-----------------|------------|------------|
| 120             | 4200       | 1269            | 1088            | 30.22%     | 9          |

This Sub-section mainly deals with overall listening proficiency of the students on the TOEFL based test as whole.

The Table given above presents the listening proficiency of the students on the TOEFL based test of all of the selected campuses, districts and students as whole, looking at the frequency of their correct responses, they were found to obtained 1269 marks out of 4200 full marks with the mean 10.58. Their average listening proficiency was determined to be 30.22 percent; their converted score was 9 on the basis of the table of TOEFL listening scoring system which is below the requirement set forth by institutions in American English Speaking countries.

#### **3.1.2 Listening proficiency of the students on IELTS Based test as whole**

Table No. 2

| No. of Students | Full Marks | Frequency of CR | Frequency of CS | Percentage | Mean of Band Score |
|-----------------|------------|-----------------|-----------------|------------|--------------------|
| 120             | 4800       | 1430            | 325             | 29.8%      | 3                  |

This Sub-section Mainly deals with listening proficiency of the students on TELTS based test as whole.

The Table above shows the average listening proficiency of the students on IELTS based test as whole. They obtained 1430 marks out of 4800 full marks. Their average LP was determined to be 29.8 percent, with the mean 11.29. They achieved 3 Band score on the basis of IELTS band scale which is below the band level accepted by the institutions of British English speaking countries.

### **3.2 Faculty-wise comparison of listening proficiency on the TOEFL and IELTS based- test**

Table No. 3.

| Test Type | Faculty    | No. Student | FM   | Frequency of CR | Percentage | Converted Band score |
|-----------|------------|-------------|------|-----------------|------------|----------------------|
| TOEFL     | Education  | 60          | 2100 | 554             | 26.38%     | 8                    |
|           | Humanities | 60          | 2100 | 715             | 34.05%     | 10                   |
| IELTS     | Education  | 60          | 2400 | 656             | 27.33%     | 2.5                  |
|           | Humanities | 60          | 2400 | 774             | 32.25%     | 3                    |

This section deals with listening proficiency of students in terms of faculties: the faculty of Education and faculty of Humanities and Social Sciences on the basis of TOEFL and IELTS. The table below presents facilities comparison of as a whole listening proficiency on TOEFL and IELTS as whole.

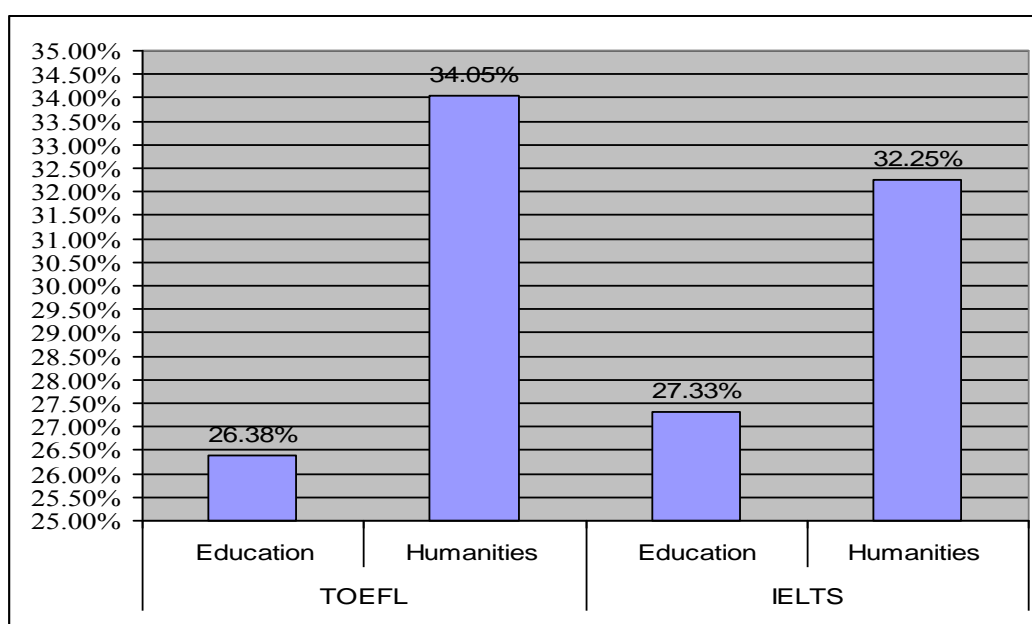
The table given above shows the listening proficiency of the students' relation to the faculty of in Education and faculty Humanities and Social Science of both TOEFL and IELTS based tests. The Students of faculty of Education was obtained 554 marks out of full marks 2100. Their average (mean) LP was determined to be 26.38 percent with the 8 converted score on the TOEFL Based listening test. On another hand the students of faculty Humanities and

Social Sciences obtained 715 Marks out of full marks 2100. Their mean LP was determined to be 34.05percent, with 10 converted score on the basis of TOEFL listening scoring system. The students of Humanities and Social Sciences have obtained higher scores than the students the faculty of Education on the TOEFL based listening test.

The above mentioned table also shows the listening proficiency of the students in relation to the faculty of Education and Humanities of the IELTS based test. The students of the faculty of Education obtained 656 marks out of full marks 2400. Their average (mean) LP was determined to be 27.33 percent, with the band score 2.5 on the basis of IELTS band scale. The students of faculty Humanities obtained 774 marks out of same full marks, Their average (mean) listening proficiency was determined to be 32.25percent, with the band score 3 on the basis of IELTS band scale. The students of Humanities have achieved higher scores than the students of Education in the IELTS test.

### 3.2.1 Faculty-wise comparison of listening proficiency of the students on the TOEFL and IELTS based- test

Bar-diagram of faculty-wise comparison of LP on the TOEFL and IELTS based test.



The bar-diagram given above shows the LP of students of the faculty of Humanities and Social sciences obtained 34.05 percent on the TOEFL based listening test where as they obtained 32.25 percent on the IELTS based listening test. They were found to have better on TOEFL based listening test than on IELTS based listening test. As shown in above table the students of faculty of education obtained 26.38 percent on TOEFL based listening test, where as they obtained 27.33 percent on the IELTS based listening test. It states that students of Education are more proficient on IELTS based listening test than on TOEFL based test. The reason may be that they have been taught English phonetics and phonology in there course of study.

Further more, it present that the students of faculty of Humanities have been found to be the most proficient on both TOEFL and IELTS based listening test as their average listening proficiency was 34.05 percent on TOEFL and 32.25 percent on IELTS, It states that the students of faculty of Education are the least proficient on both TOEFL and IELTS based listening tests. But their mean LP did not seem to be satisfactory in relation to TOEFL and IELTS scoring system specified by ETS and UCLES for the academic programs in English speaking countries.

### **3.3 Sex-wise comparison of listening on TOEFL and IELTS based tests**

Table No. 4

| Test  | Sex    | No. of Students | F.M  | Frequency of CR | Percentage | Converted/Band score |
|-------|--------|-----------------|------|-----------------|------------|----------------------|
| TOEFL | Male   | 60              | 2100 | 619             | 29.48%     | 9                    |
|       | Female | 60              | 2100 | 650             | 30.97%     | 9                    |
| IELTS | Male   | 60              | 2400 | 713             | 29.70%     | 2.5                  |
|       | Female | 60              | 2400 | 717             | 30%        | 2.5                  |

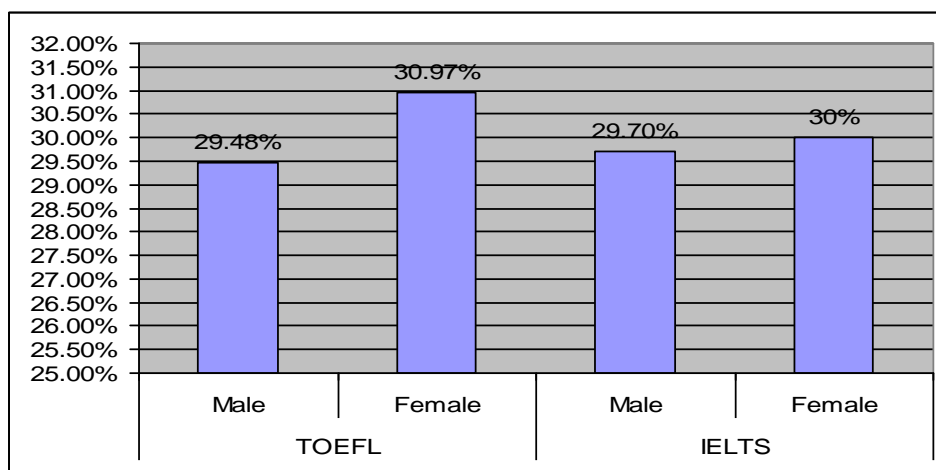
This, section deals with the listening proficiency of the students on TOEFL and IELTS based-tests in terms of sex: male and female. The table below presents the PL of the students on the basis of TOEFL and IELTS tests terms of male and female as whole.

The table given above presents the listening proficiency of the students on the TOEFL and IELTS based test in terms of sex: male and female. Male students obtained 619 marks out of full marks 2100. Their mean LP was determined to be 29.48 percent with mean converted score 9 on TOEFL based test. Female students obtained 650 marks out of same full marks their average (mean) LP was determined to be 30.97 percent, with converted score 9 on the basis of TOEFL listening scoring system. The female students have obtained higher score than male students on the TOEFL based listening test.

The above table also shows the listening proficiency of the students on the IELTS based-test in terms sex: male and female. Male students obtained 713 marks out of full marks 2400. Their average (mean) listening proficiency was determined to be 29.70 percent, with band score 2.5 on the basis of IELTS band scale. Female students obtained 717 marks out of full marks 2400. Their average listening proficiency was determined to be 30 percent, with the band score 2.5 on the IELTS-based test. So, Female students have obtained higher scores than male students on the IELTS based listening test.

### 3.3.1 Sex-wise comparison of listening proficiency of the students on the TOEFL and IELTS based tests.

Bar-diagram of sex-wise comparison of LP on the TOEFL and IELTS based tests.



The bar diagram given above shows listening proficiency of the students on the TOEFL and IELTS in terms of male and female. As shown in above bar-diagram, the male students obtained 29.48 percent on the TOEFL based listening test, where as they obtained 29.70 percent on IELTS based listening test. It presents that male students seem to be slightly proficient on IELTS than on the TOEFL based listening test. Their average listening proficiency did not seem to be remarkably different between TOEFL and IELTS based tests.

As shown in bar-diagram the female students obtained 30.97 percent on the TOEFL based listening test where as they obtained 30 percent on the IELTS based listening test. It present that female students were more proficient on the TOEFL test than IELTS test. It shows that female students were the more proficient on the both TOEFL ad IELTS based listening test with their counter part males The female group of students excelled the male group by 1.49 percent on the TOEFL test and 0.3 percent on the IELTS test.

### 3.4. District-Wise comparison of listening proficiency of the students on TOEFL and IELTS Based tests as whole

Table No. 5

| Districts | Test type | No of Students | F.M. | Frequency of CR | Percentage | Converted Band score |
|-----------|-----------|----------------|------|-----------------|------------|----------------------|
| Surkhet   | TOEFL     | 40             | 1400 | 453             | 32.36%     | 10                   |
|           | IELTS     | 40             | 1600 | 467             | 33.36%     | 2.5                  |
| Banke     | TOEFL     | 40             | 1400 | 420             | 30%        | 9                    |
|           | IELTS     | 40             | 1600 | 558             | 34.88%     | 3                    |
| Bardiya   | TOEFL     | 40             | 1400 | 396             | 28.29%     | 8                    |
|           | IELTS     | 40             | 1600 | 405             | 25.32%     | 2                    |

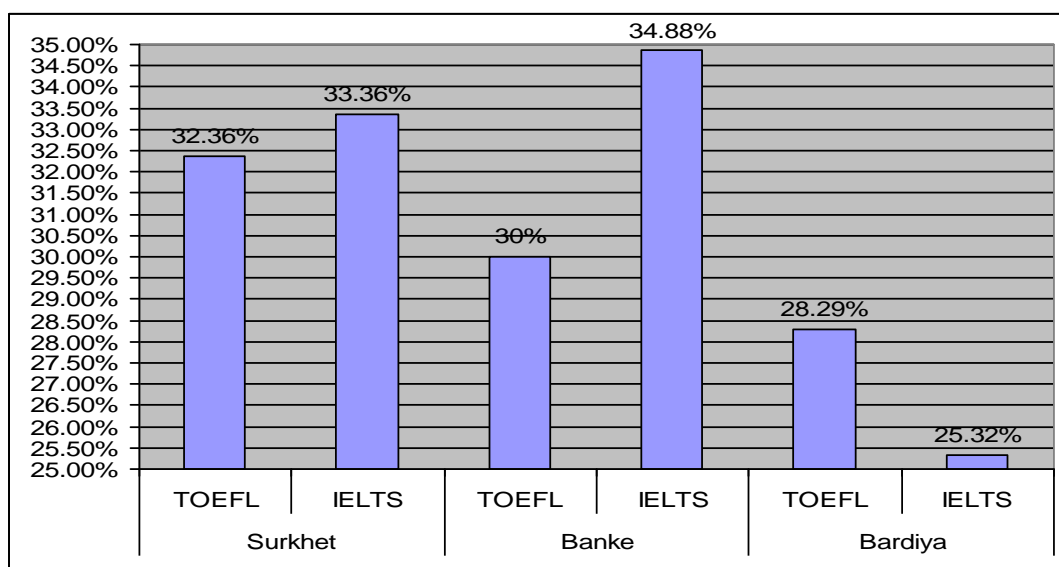
The table given above shows the district-wise comparison of listening proficiency on the basis of TOEFL and IELTS tests as whole. The students of Surkhet district obtained 453 marks out of the full marks 1400 and their mean listening proficiency was determined to be 32.36 percent with converted score 10 on the TOEFL based listening test, where as they obtained 467 marks out of full marks 1600, and their average LP was determined to be 33.36 percent, with band score 2.5 on the IELTS based listening test. So, the students of Surkhet district have obtained higher score on IELTS based test than on TOEFL based test. The students of Banke district obtained 420 marks out of full marks 1400 and their average LP was determined to be 30 percent, with converted score 9 on the TOEFL based test where as they obtained 558 marks out of the full marks 1600 and their mean LP was determined to be 334.88 percent, with band score 3 on the IELTS based test. So, the students of Banke obtained higher score on IELTS based test than on TOEFL based listening test.

Similarly, the students of Bardiya district obtained 396 marks out of the full marks 1400 and their average LP was determined to be 28.29 percent, with converted score 8 on the TOEFL based test where as they obtained 405 marks

out of full marks 1600 and their mean LP was 25.32 percent, with IELTS band score 2 on the IELTS based listening test. So, the students of Bardiya obtained higher scores on TOEFL based test than on IELTS based test.

### 3.4.1 District-wise comparison of listening proficiency on the TOEFL and IELTS-based tests

Bar-diagram of district-wise comparison of LP on the TOEFL and IELTS based test.



The bar-diagram given above shows the district wise listening proficiency of the students on the TOEFL and IELTS based tests. The listening proficiency of different districts are compared below:

#### 3.4.1.1 Surkhet VS Banke

As shown in above bar-diagram, the students of Surkhet district have obtained 32.36 percent on the TOEFL based test and they obtained 33.36 percent on the IELTS based test where as the students of Banke obtained 30 percent on TOEFL based test and they obtained 34.88 percent on IELTS based test. It states that the students of Surkhet are more proficient on TOEFL than on the IELTS test, where as the students of Banke were more proficient on the IELTS test than on the TOEFL test. The students of Surkhet excelled the



students of Banke by 2.36 percent on TOEFL test, where as the student of Banke excelled the students of Surkhet by 1.52percent on IELTS test. Though, the score of both districts is below the level of TOEFL and IELTS scoring system.

#### **3.4.1.2 Banke VS Bardiya**

AS shown in above bar-diagram, the students Banke district obtained 30 percent on the TOEFL and they obtained 34.88 percent on IELTS based listening test where as the students of Bardiya obtained 28.29 percent on the TOEFL-based listening test and they obtained 25.32 percent on the IELTS based listening test. So, It presents that the students of Banke district were found to be more proficient on both TOEFL and IELTS based test than the students of Bardiya. However, their average listening proficiency did not seem to be satisfactory in relation to the TOEFL and IELTS scoring system.

#### **3.4.1.3 Bardiya VS Surkhet**

AS shown in above bar-diagram, the students of Bardiya district obtained 28.29 percent on the TOEFL listening test and they obtained 25.32 percent on IELTS based listening test where as the students of Surkhet district obtained 32.36 percent on the TOEFL based listening test and they obtained 33.36 percent on the IELTS based listening test. It states that students of Surkhet district obtained higher scores on both TOEFL and IELTS based test than the students of Bardiya.

Furthermore, it presents that the students of Surkhet district were found to be most proficient on the TOEFL Based listening test and the students of Banke were found to be the most proficient on the IELTS based test. But the students of Bardiya were found to be the less proficient on Both TOEFL and IELTS based tests.

### 3.5 Comparison of listening proficiency of the students on the basis of TOEFL and IELTS based- tests as whole

Table No. 6

| Test type | No of Students | Full marks of CR | Frequency of CR | Percentage | Converted/ Band score |
|-----------|----------------|------------------|-----------------|------------|-----------------------|
| TOEFL     | 120            | 4200             | 1269            | 30.22%     | 9                     |
| IELTS     | 120            | 4800             | 1430            | 29.80%     | 3                     |

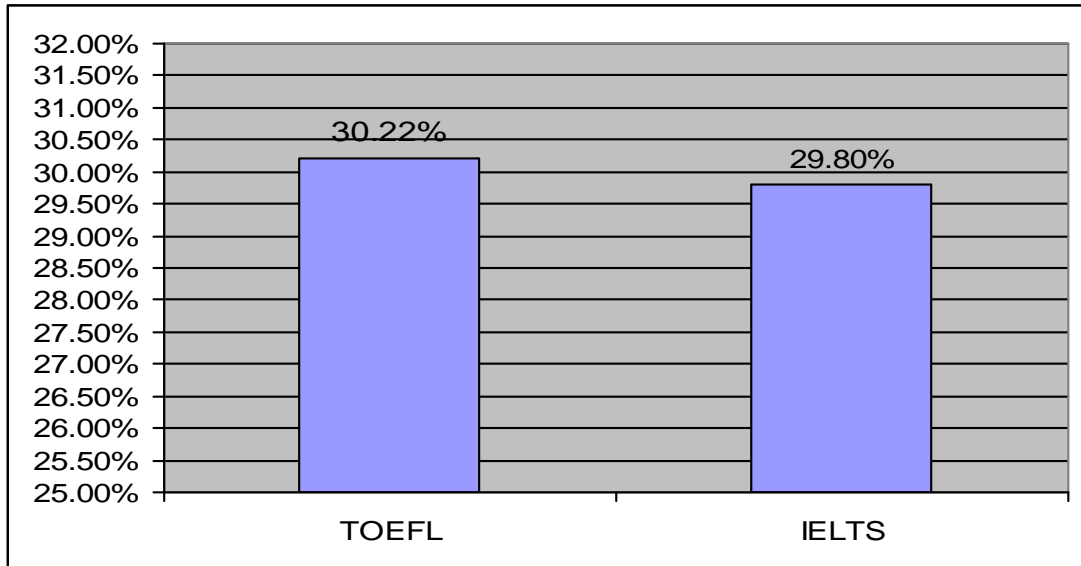
This section deals with the comparison of over all listening proficiency of the students on TOEFL and IELTS based tests.

The table given above shows the overall listening proficiency of the students on the TOEFL and IELTS based tests. The selected students obtained 1269 marks out of full marks 4200 and their average listening proficiency was determined to be 30.22 percent, with TOEFL converted score 9 on the TOEFL based listening test. Though, the score of their listening proficiency is below the level specified on TOEFL listening section by ETS. They have to obtain 51 percent, with 15 TOEFL converted score in relation to the TOEFL scoring system.

As shown in above table the students was obtained 1430 marks on IELTS test out of full marks 4800, and their average listening proficiency was determined to be 29.8 percent, with band score 3 on the basis of IELTS band scale. They have to obtain 6+ band score in relation to the IELTS scoring system. Though, their score is below the level specified in the standard test IELTS for the academic studies seeking in the English speaking countries.

### 3.5.1 Comparison of listening proficiency of the TOEFL and IELTS based tests as a whole.

Bar-diagram of listening proficiency of the students in terms of tests.



The above bar-diagram shows that the all selected students obtained 30.22 percent on the TOEFL based listening test where as they obtained 29.8 percent on the IELTS based listening test. Thus, the average listening proficiency of the students seems to be better on TOEFL based listening test than on the IELTS based listening test. The students excelled on the TOEFL based listening test by 0.42 percent.

This analysis shows that students are better on the TOEFL than IELTS in listening proficiency, but there is not much difference between them. But the listening proficiency on both tests of them is below the required level, specified in TOEFL and IELTS scoring system for academic programs in British or American English speaking countries.

## **CHAPTER: FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The major concern of this study was to identify listening proficiency of the students on the American and British accents on the basis of TOEFL and IELTS listening tests. The TOEFL based listening test was selected to identify the listening proficiency of the students on American accent and IELTS based listening test was selected to identify listening proficiency of the students of British accents. The data were collected by administering the tests (listening proficiency on TOEFL and IELTS format) in available number of students. The data were tabulated on the basis of various variables according to the objectives. The data were also analyzed by using simple statically tools.

The findings of the study based on the analysis and interpretations of data are presented below:

- ) The average listening proficiency of Bachelor second year students was found to be 30.22 percent, with 9 converted score according to the TOEFL scoring system specified by ETS. Relating it to the TOEFL, they were below the proficiency requirement for academic programmes in the universities of American English speaking nations.
- ) The average listening proficiency of the Bachelor second year was found to be 29.8 percent with 3 band score according to the IELTS band scale. Relating it to the IELTS, they were below the proficiency required for academic programmes in British English speaking countries.
- ) The Bachelor level second year students scored 9 converted on TOEFL test. Relating to the TOEFL their proficiency was below the requirement in listening section of TOEFL test, where as they scored 3 band score on IELTS test. Relating it to IELTS band scale, this shows

that they are at the fifth level (Extremely Limited user) for the admission policies in universities of British English speaking countries.

- J Faculty wise, the students of faculty of Humanities and Social sciences scored 34.05 percent, on the TOEFL based listening test and they scored 32.25 percent on the IELTS test where as the students of faculty of Education scored 26.38 percent on the TOEFL test and they scored 27.33 percent on the IELTS. This shows that the students of faculty of Humanities and social sciences obtained more score than the student of the faculty of Education on the both TOEFL and IELTS based tests. According to IELTS band scale they were at the level of Limited user and intermittent users.
- J The students of faculty of Humanities and social sciences obtained 34.05 percent, with 10 converted score on TOEFL, where as they obtained 32.25 percent, with 3 band score on IELTS. It shows that they were more proficient on American accent than on British accent.
- J Similarly the students of faculty of Education obtained 26.38 percent, with 8 converted score on TOEFL test where as they obtained 27.33 percent, with 2.5 band score on IELTS test. It shows that they were more proficient on British accent than on American accents. But their average listening proficiency was found to be below the TOEFL and IELTS scoring system for academic programmes in English speaking countries.
- J Female students were found slightly more proficient in listening than those of their male counter part. On the both TOEFL and IELTS based tests. The difference only by 1.37 percent on TOEFL and 0.3 percent on IELTS. Their average converted score was determined to be 9 on the TOEFL, which was below the proficiency requirement in TOEFL listening section and 2.5 band score on the IELTS band scale. This shows that they come under the category of intermittent users.

- ) District wise, the students of Surkhet district scored more scores than those of Banke and Bardiya districts on the TOEFL test, where as the students of Banke districts obtained more score than those of Surkhet and Bardiya districts on the IELTS test. The students of Bardiya district were found to be least proficient of all on both TOEFL and IELTS based tests.
- ) The students Surkhet obtained 32.36 percent, with 10 converted on the TOEFL score where as they obtained 33.37 percent, with 2.5 band score on the IELTS. Their LP was below the proficiency requirement of TOEFL and IELTS scoring system. According to IELTS band scale they came under the category of intermittent users. The students of Banke obtained 30 percent, with on TOEFL where as they obtained 34.88 percent with 3 band score on IELTS which was below the requirement and according to IELTS band scale they came under the category of extremely limited users. Similarly the student of Bardiya district obtained 28.29 percent, with 8 converted score on TOEFL test, where as they obtained 25.37 percent with 2 band score on IELTS test. According to IELTS they came under the category of intermittent users.
- ) The average listening proficiency of the students as whole was found to be 30.22 percent, with 9 converted score on TOEFL test and 29.8 percent, with 3 band score on IELTS test. According to the TOEFL scoring system used by ETS, Non-native learners should score 51 percent, with 15 converted score for listening section and they have to score 6+ band score according to IELTS band scale in listening section to be selected for academic programmes in English speaking countries.
- ) The average listening proficiency of the students a on American accent was found to be slightly better than on British accent. The difference only by 161 i.e. 0.42 percent. This shows that the selected students are slightly more proficient on the (TOEFL) American English than on the (IELTS) British English.

## 4.2. Recommendations

The study found out the listening proficiency of the graduate students studying English as major in the faculty of Education and Faculty of Humanities and Social Sciences in Surkhet, Banke and Bardiya districts. On the basis of findings some recommendations have been listed below along with some guidelines for, students, syllabus designers' instructors and teachers to organize and emphasize activities and exercises for listening comprehension of the students in English language classrooms and texts.

Regarding the above findings the researcher has made some recommendations.

- ) A look at the overall listening proficiency of the learners reveals that they need to improve their listening skill to a considerable extent. As far as possible the students should be provided opportunity to listen English audio crassest/CDs having native speakers' voice. So, that they can get themselves familiarized with the native speakers' voice.
- ) Listening proficiency of the students of Bachelor levels should be improved by all means to teach international standard in listening proficiency in English.
- ) The syllabus designers, testing experts, teachers, instructors and students themselves should be conscious of the academic standards at the international level.
- ) Boys should improve their listening ability through intensive as well as extensive listening practices.
- ) The students of faculty of Education should labour more in listening comprehension ability in English text.
- ) Students should be provided with adequate access to listening materials in the computer labs and in the libraries.
- ) In the examination systems of TU some standard listening texts should be included, so that they will get exposure to the listening skill and necessary.

- ) The listening proficiency of the students in majoring in English in Education and Humanities is not satisfactory, though, they are specializing in English language. So the courses should be designed in such a way that it will increase their listening ability on native English pronunciations.
- ) Listening proficiency of the students of faculty of Education on IELTS based test is not satisfactory though they have been learning about British English pronunciation. So they should be encouraged to listen authentic voice of native speakers.
- ) TOEFL listening tests is designed including American accents. So the courses should be designed in such a ways that it will increase their listening ability in American accents.
- ) If possible, TOEFL and IELTS can be included as elective test paper of years of Bachelor's level programme.
- ) If the present status is not improved, the students may lose the better opportunities in the international level.
- ) An orientation to listening test taking-strategies is to be given to the students in their English lesson.
- ) Test preparation centers, materials designers, and lesson planners of TOEFL and IELTS have to focus in listening section as much as possible.
- ) Training should be provided to the teachers develop their abilities in teaching authentic listening with authentic teaching listening materials.
- ) Monitoring of teaching learning activities in time to time should be done by the authorities to develop teaching in international standard.



## REFERENCES

- Anderson, A. and Lynch, T. (1998). *Listening*. Oxford: oxford University press.
- Aryal, K.M (2001). *A study on listening proficiency of grade ten students*. An Unpublished M. Ed. Thesis. Kathmandu: TU.
- Bhattra, G.R. (2006). English Teaching Situation in Nepal. *Journal of NELTA.2, 11-16*
- Chapagain, R. (2005). *Proficiency of listening comprehension of grade nine students*. An Unpublished M. Ed. Thesis. Kathmandu: TU.
- Chomsky, N. (1957). *Syntactic structures*. The Hague: Mouton.
- Clapham, C. (1996) (Ed). *The development of IELTS: A study of effect of background knowledge on reading comprehension*. Cambridge: UCLES.
- Crystal, D. (2003). *Dictionary of linguistics and phonetics*. Oxford: Backwell Publishing.
- Crystals, D. (2009). *Language death*. Cambridge: CUP
- Doff, A. (2008). *Teach English: A training course for teachers*. Cambridge: CUP.
- Gear, J. and Gear, R. (2009). *Cambridge preparation for the TOEFL test*. New Dehli: CUP.
- Gimson, A.C. (Ed.). (1989). *An introduction to the pronunciation of English*. London: Arnold.
- Holmes, J. (1992). *An introduction to sociolinguistics*. London : Longman
- Hughes, A. (1989). *Testing for language teacher*. Cambridge: CUP.
- Khadka, B.M. (2006). *Proficiency in Listening Comprehension: A Case of bachelor Third year Students*. An Unpublished M.Ed. Thesis. Kathmandu: TU.
- Khaniya, T.R. (2005). *Examination for enhanced learning*. Kathmandu.....
- Koirala, D. (2007). *Listening proficiency of bachelors' level students in IELTS*. An Unpublished M. Ed. Thesis. Kathmandu: TU.

- Kumar, R.(2006). *Research methodology*. Australia: Dorling Kindersley Pvt. Ltd.
- Kunna, A. J. (1995) (Ed). *Test takers characteristics and test performance: A structural modeling approach*, Cambridge: UCLES.
- M<sup>c</sup>carter, S, Easton, J.&Ash J. (2007) *A Book for IELTS: Academic Module*. New Dehli : New Age International (P) Limited, Publishers.
- Lyons, J. (2002). *Language and linguistics*. An introduction Cambridge: CUP.
- Oli, H. (2008). *Attitude of people towards S.L.C. listening and speaking test*. An Unpublished M. Ed. Thesis. Department of English Language Education, Surkhet : Surkhet Campus (Education).
- Pokhrel, B.R. (2006). *Language testing*. Kathmandu: Jupiter Publication and Distributors Ltd.
- Rai, V.S. (2005). *Psycholinguistics and sociolinguistics*, Kathmandu: Bhudipuran Prakashan.
- Rana, L.B. (2003). *Listening abilities of Nepalese learners of English*. An Unpublished M. Ed. Thesis. Kathmandu: TU.
- Roach, P.(2000). *English phonetics and phonology: A self contained pronunciation course*. Cambridge: CUP.
- Shahi, R.B. (2003), *A study on the vocabulary and spelling in British and American English*. An Unpublished M. Ed. Thesis, Kathmandu: TU.
- Sharma B. (2010), *Readings in sociolinguistics*. Kathmandu: Sunlight publication.
- Sharma, B. and Phyak, P.B. (2007). *Teaching English language*. Kathmandu: Sunlight Publications.
- Sharma, U. N. (2008). *Language testing*. Kathmandu: Sunlight Publication.
- Singh, N.K. (2000). *A Study on listening comprehension of grade eight students*. An Unpublished M. Ed. Thesis, Kathmandu: TU.
- Subedi, P.(2007). *A Study on listening comprehension of seventh graders*. An Unpublished M. Ed. Thesis, Kathmandu: TU.

- Timsina, T.R. (2000). *A Study on effectiveness of recorded materials over conventional techniques in teaching listening comprehension*. An Unpublished M. Ed. Thesis, Kathmandu: TU.
- Tottie, G. (2002). *An introduction to American English*. Oxford: Blackwell publishing.
- Trudgill, P. (Ed.) (1983). *Sociolinguistics: An introduction to language and society*. London: Penguin.
- Wardhaugh, R. (2008). *Introduction to sociolinguistics*. New York: Basil Blackwell.

**Appendix I**  
**Tape Scripts**  
**TOEFL Listening Test**

**Questions 1-7**

Listen to part of a lecture in a psychology class

[Woman P] So today we're going to continue our discussion of various mental disorders. Specifically, I'm going to focus on various anxiety disorders. Now, of course, everyone feels anxious or uneasy now and of a new job, or when you have to meet someone important, for example. Some people feel anxious when they visit the dentist. Some typical symptoms include a pounding heart, sweaty palms, or a dry mouth. But now-suppose that the anxiety is serious enough to keep you from enjoying life; maybe it interferes with your work or controls much of your daily routine. Or maybe you experience occasional instances of anxiety that are terrifying enough that you become immobilized with fear. Maybe you will take extreme measures to get away from the object or situation causing the fear.

Now these anxieties can be put into three main groups according to what causes the reaction. The first are what we call specific phobias. These are the most common phobias, and their focus is relatively safe, and also the sufferer usually realizes that and knows that their fear is irrational. A very common specific phobia is fear of heights, for example. This fear is very common. No doubt some of you have felt this fear from time to time. Fear of spiders and insects is another common one. Spiders are not usually harmful. Well, not usually, anyway. But some people break out into a cold sweat and have heart palpitations and become immobile even if they know a spider is on the other side of the room. Some of the less common phobias seem rather bizarre. For example, would you believe some people are afraid of color, say, and the color yellow? Another strange one is fear of laughter.... I guess that's not a laughing matter for the sufferer.

OK. So what causes these specific phobias? Well, we don't know exactly. We do know that they tend to run in families, and they are apparently slightly more common in women. Many of them persist, that is, they don't go away on their own. At least that tends to be the case with phobias that develop in adolescence or adulthood. Specific phobias that develop in childhood are more likely to disappear with time.

Another category of phobia is called social phobia. This fear is really the fear of being embarrassed or humiliated in front of other people. If social phobia is serious enough, it can prevent a person from continuing in school or work, and maybe that person avoids making friends. Now, some social phobic can actually be at ease with other people most of the time except in particular situations. So, for example, a sufferer here may believe that small mistakes they really are, or feel that everyone is looking at them. They could also be extremely fearful of, for example, using the phone in front of other people, or it may be something really simple and seemingly irrational such as drinking a cup of coffee or even say, buttoning a coat in front of others.

A third category of phobia is known as agoraphobia do I need to put that on the board? No? Ok, fine. Ok, so this phobia causes people to suffer anxiety about being in place or situations from which they perceive it might be difficult to escape, or in which it seems help is not available. So agoraphobia might include a fear of traveling alone, being alone in a crowd, or being unable to leave a place easily. People with this condition often develop the disorder after suffering from a panic attack, that is a feeling of intense terror with symptoms such as sweating and shortness of breath. Such panic attacks may occur randomly and without warning, so this makes it difficult for a sufferer to predict what kind of situation will provoke a panic attack. So then, he or she will try to avoid situations and places where such attacks have happened previously.

OK, to wrap up today .... well, the good news is that all of these disorders can be treated with some degree of success through various medications and

therapies. Tomorrow we'll look in more detail at the kind of treatments that might prove useful in dealing with some of them.

Now get ready to answer the questions, You may use your notes to help you answer.

1. What is the lecture mainly about?
2. Why does the professor say that many people feel anxious when they visit a dentist?
3. What does the professor say about specific phobias?
4. Listen again to part of the lecture. Then answer the question.

[Woman P] Some of the less common phobias seem rather bizarre. For example, would you believe some people are afraid of color, say, the color yellow? Another strange one is fear of laughter ... I guess that's not a laughing matter for the sufferer.

Why does the professor say this: I guess that's not a laughing matter for the sufferer.

5. Social phobia might include which of the following fears?
6. What does the professor imply when she says this .... do I need to put that on the board?
7. What does the professor imply about treatment of phobias?

### **Questions 5-12**

Listen to a conversation between student and a professor

[Man S] Uh ... hello, Dr. Grant. do you have a minute?

[Women P] as a matter of fact, I do. So what do you need, Ran?

[Man S] Well, you wrote on my questionnaire "Come and see me."

[Woman P] Ah, yes. Ron, there are a few problems with the way you set your questionnaire up. I'm sorry to say that I don't think you've thought out the statements very well. It was a prime example of why so many people complain about filling out questionnaires. You might even alienate your subjects with a questionnaire like this.

[Man S] Oh. I don't want ..... what did I do?

[Woman P] Don't look so discouraged several of your classmates have had similar problems. OK. So, what did you do? will for one thing people get really annoyed with "and" statements.

[Man S] "and" statements? Uh, what do you mean by "and" statements?

[Woman P] well, let's say you get questionnaire statement like " I like fruit and vegetables" with the choices of "Yes" or "no" well, if you don't like fruit and vegetables, you check the "no" box and if you do, the "yes" box. No problem. But what do you check if you like fruit, but not vegetables?

[Man S] Oh, I see.

[Woman P] You've several 'and" statements in your questionnaire which need to be taken care of.

[Man S] OK. Anything else?

[Woman P] Yes, there was, actually. Can I see your questionnaire to jog my memory?

[Man S] Sure. Here it is.

[Woman P] Thanks. This statement. "Males are better critical thinkers than females." I can tell you now what answers you'll get for that item. Must, if not all males will mark "yes"- and females will mark "no." it's kind of silly to have statement that you already know how your subjects will answer. And it won't be of much use of collecting data, will it?

[Man S] No, I guess it won't.

[Woman P] Furthermore, women who get this will be really annoyed with the implication that men think more effectively than they do, And, once you've angered your subjects, they won't be very cooperative in answering the rest of the questionnaire. They might sabotage your results by not being truthful or they'll become "critical thinkers and write their criticism all over your questionnaire in the trash.

[Man S] Yeah. I can see that. But, how can I phrase it?

[Woman P] well, I'm not really sure what you're trying to find out here.

Perhaps you want to know if people consider critical thinking be more prevalent in a particular gender - in which case you could write: "The ability to think critically is gender-based." Is that the information you wanted?

[Man S] Yeah. That's it. Anything else?

[Woman P] Well, I'm not really sure what you're trying to find out here.

Perhaps you want to know if people consider critical thinking to be more prevalent in a particular gender-in which case you could write: "the ability to think critically is gender-based." Is that the information you wanted?

[Man S] yeah. That's it. Anything else?

[Woman P] Look at this statement, "I'm unable to think critically." That's like saying "I'm stupid." How many people would answer "yes" to that ? See?

[Woman P] What I'd like you to do is go through every statement on your questionnaire very critically. Think: What information do I want? How can I phrase my statement to get meaningful results? Maybe you and a classmate could discuss each other's questionnaires.

[Man S] That's good idea.

[Woman P] Ron, I'd like to look it over once more before you pass it out OK?

[Man S] OK, Dr. Grant. Thank you for your help.

Now get ready to answer the questions. You may use your notes to help you answer.

8. Why does the student go to see his professor?
9. Why does the professor talk about fruit and vegetables?
10. According to the professor, what should the student avoid in writing his questionnaire?
11. Listen again to part of the conversation. Then answer the question.



[Man S] OK, Anything else?

[Woman P] Yes, there was actually. Can I see your questionnaire to jog my memory?

Why does the Professor say this: Can I see your questionnaire to jog my memory?

12. What can be inferred about the questionnaire?

### **Questions 13-17**

Listen to part of a discussion in a geology class.

[Man S] So we've talked about the ecology of grassland, areas of the world where rainfall is not enough to sustain thick forests, but enough to prevent desertification-that is, the spread of desert lands. I want to turn now to discussion of a different kind of biome, or natural community, known as the tundra. OK, so as you know, the tundra is a region of the Arctic, lacking in trees, bushes-and covered, for the most part, in short vegetation well adapted to the inhospitable conditions. In fact, the word tundra comes from a Finnish word meaning treeless plain. I guess you could say that's a pretty accurate description of what you find there-flat land and no trees. Today, I'm going to ignore the region known as the Alpine tundra, which is found at higher elevations in mountainous regions all over the world This has similar characteristics to the Arctic tundra, also enough differences that I think we can justify spending a separate lesson on its main features.

So, to understand the life systems that exist in the tundra, you have to understand that below that surface is a permanently frozen layer of soil. This is the layer called that permafrost-perma, from permanent, in other words, permanent first. Anything that grow there has to be able to adapt first to this impenetrable flower of frozen soil. what do you think could be one adaptation to this situation?

[Man S] Well, plants would have to have shallow, I mean, short root system because the roots wouldn't be able to penetrate the hard layer.

[Man P] OK. That's right. So what about any rain that falls or water from melted snow in the summer? where does that go?

[Man S] Well, I guess it can't go anywhere if the ground is too hard to soak it up and, and too flat for it to drain off.

[Man P] Right. So what you get is kind of shallow waterlogged top layer of soil which freezes and thaws as the seasons change from winter to summer. So on the surface, marshes form and in low-lying areas and depressions small lakes and ponds are common during the periods when the ice and snow melt. This poorly drained water on the surface provides moisture for plants. In fact, there is relatively little annual rain so this marshy wet ground is important for plant growth. So what about the soil itself? What would you guess is the nutrient value for living things?

[Woman S] Well, since it's very cold most of the year, wouldn't that mean that dead organisms break down slowly? So wouldn't that mean a low level of nutrients for plants to use?

[Man P] That's absolutely correct. just as with the moorland biomes that we were discussing last week, mineral nutrients are in short supply- because cold waterlogged soil slows down the rate of decay of decay of dead plants and other organisms. So the plants that do exist have to adapt to this special environment- a poor, shallow soil and a bitterly cold climate with strong winds. You mentioned the short root system. but what other kind of plant characteristics do you think might be useful in a region like this?

[Woman S] well, given the strong winds that blow, wouldn't it be useful to be short? After all, tall plants with shallow roots should be easily blown over.

[Man P] Uh-huh. True. And to add to that of course, the short roots can only maintain short plants. So that's another

reason why the plants are very short. Another adaptation is that the plants are very short. Another adaptation is that the plants cluster together in groups, often taking advantage of depressions in the ground to avoid the strong winds, and that helps them to resist the cold temperatures. Then, also, the snow itself helps them survive in these conditions-since the snow effectively insulates against the bitter cold. When the snow melts in the spring of course, the plants have a ready supply of moisture, making up for the low levels of precipitation in the region.

So when the summer finally comes, what you get is a time of compensation, you could say. As you know, the summer sun never sets at these high latitudes, so the plants get sunlight for 24 hours a day. It's as though they work overtime to produce essential sugars and the other substances necessary for plant functioning from this continuous light energy. It's like the sudden arrival of summer-as if the vegetation as well as the insect and animal life were hurrying to take advantage of the relatively short time before the onset of the next winter.

Now get ready to answer the question. You may use your notes to help you answer.

13. What is the discussion mainly about?
14. Why does the professor not want to discuss Alpine tundra?
15. According to the professor, what features are typical of tundra regions?
16. According to the professor, why do tundra plants often cluster together in depressions?
17. In the discussion, various facts about plants in the tundra are mentioned.

## Questions 18-24

Listen to part of a lecture in a cultural studies class.

[Man P] OK. Let's get started. Now today I want to continue discussing changes in artistic movements in the late nineteenth and early twentieth century's. OK, so, now we've seen that in all the arts around that time, there was a strong movement away from that was seen as the restrictions as conversational ideas. Artists of all kinds were searching for more individualistic ways of expressing themselves-trying to break new ground, as it were. Now, this was particularly so in the art form of dance. OK. So remember now that by the late eighteenth hundreds dance as an art form had become somewhat stale. There were few people trying to push the boundaries of inventiveness on the stage.

Now, it was right around this point in time that a new free-moving, free-spirited dancer named Isadora Duncan suddenly became influential. Isadora Duncan is known nowadays as the "mother of modern dance" because of her important contributions to theatrical dance, and what I want to do here is take a look at some of the ways in which she was just so different from her contemporaries.

OK. So there are at least three ways in which she was seen as an innovator, as a new force on the stage. First, we have to consider that at the time in dancing, that is, in particular, ballet dancing, it was mostly the feet and leg movements that were highlighted. In other words dancers of the time focused their skills on highly ritualized and complicated movement of the legs. What Duncan did was to break ways from this tradition, from this convention. She was, I think we can say, frustrated by the constructions of classical dance and by what she left what its lack of emotional impact. So she took to emphasizing the use of the whole body in dance movement. And this use of the body was inspired by natural forces, as well as folk dancing-and it included skipping running, and jumping, and twirling-a continuous

flowing movement dance with skillful abandon and great person. She believed that the movement of the body could express specific emotions, emotions like anger, joy, and grief. Let me take moment to mention that it is said that she learned these dance movement as child-by imitating natural phenomena such at the waves on the beaches near her home in California.

All right, so another of her great contributions was her innovative use of costume. Now, again the dance of the period was notable for it stiff shoes and tunics. Duncan just discarded by restrictiveness of these clothes in favour of loose-flowing gowns inspired by classical Greek models. She danced with loose hair and in bare feet, much to the astonishment of her early audiences. Again, I think we can see the influence here of nature and folk dance, things that conventional dance of the period had ignored, or, I think we can even say, scorned. So, OK, there was also another way we can consider Isadora as revolutionary in her practice. This is in her use of classical music as an integral part of the performance. She insisted that her art deserved to be performed to great music. For example. Beethoven, Bach, and Chopin and other pgreat concert music accompanied her movements - on stage. And this use of music was considered daring and original at the time.

Now, you know, I think, looking back, it may be kind of hard to appreciate Isadora Duncan's achievement since so many of her contributions to modern dance are nowadays, in a sense, well, taken for granted. In truth, she, at first, had to face considerable opposition from traditionalists, as happens to many highly original artists. Her, for the time, unconventional techniques, eventually though, were widely acclaimed. Perhaps, all modern dance technique owes something to Duncan's inventiveness and daring, so perhaps because of that, her deep originality may not be as obvious to us today.

Now get ready to answer the questions. You may use your notes to help you answer.

18. What is the lecture mainly about?
19. What does the professor imply about other artists of Duncan's time?
20. Which of the following may have been an influence on Duncan's art?
21. Which of the following does the professor consider a contribution of Duncan's?
22. In the lecture the professor describes some of the main contributions made by Isadora Duncan to modern dance. Indicate whether each of the following is a contribution made by this dancer.
23. What does the Professor imply about Duncan's Current status?
24. What does the professor imply about Duncan's?

### **Questions 25-30**

Listen to part of a lecture in an astronomy class.

[Woman P] So, I hope you now have an idea about the most accepted theory of how the sun and the solar system were formed. In fact, many new observations are showing major problems with this traditional view of planetary formation. For example, some scientists are now saying that the time frame is all wrong—that planets may have formed much more quickly than the standard theory suggests. And there are other problems too when it comes to the formation of the outer planets, especially about how and where they formed. Some people are saying we may have to revise or even abandon the standard model. As with many theories in science, it's pretty much open to revision.

But now let's move on to an examination of what happened inside the Earth in its early stages. I know some of you have studied Earth formation in other courses, but I want to fill in the gaps for those who

haven't got this background. Ok. So, about 4.6 billion years ago, the earth was pretty much organized into a sphere and had a temperature of around 1,000 degrees. Note also that all the material forming the planet was randomly spread around. But at the point three things were happening which caused the planet to heat up further. So, what kind of things would cause the planet to get hotter?

[Man S] All the impacts from rocks and meteorites and other stuff in space. When that stuff hits the Earth that impact energy would be converted into heat energy. That would heat it up.

[Woman P] Ok. Good. Well, sure, that's one of the three main causes of this heating. Certainly at the upper levels-the crust of the planet. Now that else?

[Woman S] Uh, the sun would have heated it.

[Woman p] well, yes. But I don't just mean warming the surface. we're talking about heating the planet right down to the core, the center. How did the Earth heat up so that iron, for example, could melt? That's at about 2,000 degrees.

[Man S] what about radiation?

[Woman P] yes, that's it. That is probably the most important cause of the heating up. Radioactive elements, such as uranium, within the rocks inside the planet decayed, and as they did so heat was generated. In fact, radioactive decay is still going in but at a slower rate than previously-since, of course, well, there isn't nearly as much radioactive material left-due to this decay over time.

Ok. A third cause of the heating process was compression due to gravity. As the size of the planet grew due to impacts from space, the gravity increased and the pressure itself contributed to the heating of the Earth's interior.

So, we have three main causes of the heating up of the planet. Now, just to repeat: impacts from the objects outside the planet, radioactive decay of

the elements inside, and heating due to pressure caused by gravity, so over the course of a billion years, all these things eventually pushed up the heat until temperatures were hot enough to melt iron and other rocks, Now as you know, the Earth is composed of a variety of different types of materials- and so these rocks and minerals have different densities. So, that means that heavier, the denser material, tends to sink over time and lighter material tends to rise and float above the heavier stuff. That is what happens in a liquid or molten environment, of course. So iron in particular being heavy sank toward the center-and lighter rocky material rose toward the molten rocks and come out at the surface, allowing an atmosphere and oceans to form. When all this sinking and rising- this reshuffling process- eventually slowed down over time with the gradual cooling of the planet- what we find is a stratified Earth, in other words, a series of layers- with the crust-that is, the part we live on- being the crust-that I, that part we live on-being the lightest, then further down the center, the inner core. So this process, called different ion, led to the change in the arrangement of the interior structuring of the planet-and the formation of the atmosphere and the oceans. So, while originally, all material was homogeneous, randomly mixed around the planet, eventually we get a planet divided into different layers. This differentiation has been called "perhaps the single most important event in the history of the Earth".

Now get ready to answer the questions. You may use your notes to help you answer.

25. What is the main topic of the lecture?
26. Why does the professor say this: As with many theories in science, it's pretty much open to revision?
27. What does the professor imply about the formation of the Earth?
28. According to the professor, how was rock distributed before differentiation?



29. According to the professor, which is probably the main reason for the heating of the Earth?
30. What two points are true according to the lecture?

### Questions 31-35

Listen to part of a conversation between a student and an advisor at the University Learning Center.

(Man S) Ah.... Hi, Mrs. Douglas. I'm Jack. I made an appointment to talk to you about graduate school.

(Woman P) Yeah, come in, Jack. Um, have a seat.

(Man S) Thanks. I've only just started thinking about going to grad school. And I looked at the application- you know, what you have to do to apply here- and I found it a bit overwhelming....You know, writing a personal statement, asking my professors for letters of recommendation, sending transcripts ..... I've already taken the GRE exams.

(Woman P) OK. So you're applying here?

(Man S) Well, no. I just looked at the application here to see what it was like. I'm finishing up my Bachelor's degree in biology, but I'd like to specialize in marine biology. And they don't offer that here.

(Woman P) OK, Jack. The first thing we need to do is look in our reference books on university programs to find which universities offer a degree in marine biology- and make a list.

(Woman P) Well, yeah, if you applied to all of them. But first you'll want to narrow your choices by finding those offering the kind of program you want. And then, you'll want to consider other aspects- tuition costs, their financial- aid programs, their requirements for entrance.

(Man S) Yeah. I guess I hadn't thought about all the other stuff. Just about the program.

[Woman P] you might want to go to some of the university home pages and find the Biology Department pages. You could find a list of professors and their specializations. That way, you could see if there's anyone doing

research in a particular area.... Marine biology is a large field. I assume you have a special interest?

[Man S] Yeah, the ecology of the intertidal zone.

[Woman P] The intertidal zone. OK. So when you look at universities, see which ones have professors involved in intertidal -zone studies and read some of the articles they've published. You know having an idea of the kind of research people are doing might give you an idea of which universities to include on you list of who could advise you in your own research.

[Man S] hey, yeah. That's a good idea. I can look at some of the articles that I found really interesting and see what university the writer is affiliated with or where that person studied.

[Woman P] Perfect. When you've made your decision, than you can come back for more help if you need it.

[Man S] I'll do that.

[woman P] Right. Now let's go check those reference books.

Now get ready to answer the questions. You may use your notes to help you answer.

31. What does the student need from the adviser?
32. Where will the student and the advisor look for the .
33. What can be inferred about applying to graduate school?
34. Listen again to part of the conversation. Then answer the question.

[woman P] That way, you could see if there's anyone doing research in a particular area. .... Marine biology is a large field. I assume you have a special interest?

Why does the advisor say this: I assume you have a special interest?

35. Why does the advisor suggest that the student read some of the published articles about inertial zones?

[Woman P] : Woman Professor [Woman S] : Woman Student

[Man P] : Man Professor [Man S] : Man Student

### TOEFL Answer Keys

| Q.No. | Answer   | Q.No. | Answer   |
|-------|--|-------|--|
| 1     | B  | 19    | C  |
| 2     | D  | 20    | B  |
| 3     | A  | 21    | D  |
| 4     | D  | 22    | [A] No<br>[B] Yes<br>[C] No<br>[D] No<br>[E] Yes |
| 5     | C  | 23    | C  |
| 6     | A  | 24    | A  |
| 7     | D  | 25    | C  |
| 8     | B  | 26    | D  |
| 9     | A  | 27    | A  |
| 10    | C & D  | 28    | B  |
| 11    | D  | 29    | D  |
| 12    | A  | 30    | A & C  |
| 13    | C  | 31    | B  |
| 14    | B  | 32    | C  |
| 15    | A & D  | 33    | A  |
| 16    | C  | 34    | A  |
| 17    | [A] NO<br>[B] Yes<br>[C] No<br>[D] No<br>[E] Yes | 35    | C  |
| 18    | A  |       |  |

**Appendix II**  
**IELTS Tape scripts**  
**Section 1**

**Questions 1-5**

- SA: ....versity Bookshop, Bridge Street, Doris speaking, can I help you?
- S: Is that the University Bookshop?
- SA: Yes, it is.
- S: I'd like to place an order for some books, if I may.
- SA: Have you got an account with us?
- S: No, not yet. I haven't started university yet. I'll be starting in October, but I'll be coming in early to have a look round and to get settled in and wanted to order some books.
- SA: Right. I see. Would you like to open an account?
- S: Mmm, I don't know.
- SA: Well, you get a student discount on all book purchases.
- S: Oh! And how much is that, then?
- SA: **15% for first year students.**
- S: **15%** That sounds all right.
- SA: You just have to make sure that you settle your account at the end of each month.
- S: Ok. Well, mm, I might as well open one, then.
- SA: I just need to take down some details. Do you want the account to be at your term time address or your home address?
- S: They're the same.
- SA: Right. First of all, can I have your name?
- S: Nasreen **Kerrigan.**
- SA: Is that, k , I .....
- S: No, I'll have to spell it for you. It's **k, E for everyone, double R, I, G for Go, A and N for Nobody.**
- SA: **A.....; N for Nobody. .... Kerrigan.**

S: Yes. That's it.

SA: And your address?

S: It's **127a Adelaide Mansions.....**

SA: Hold on. 117a ..... Ade....

S: No, 127a .....

SA: Ok, Right. And **Adelaide, that's A, D, E for everyone, L, A, I, D, and E for everyone.**

S: Yes, that's it. Then Mansions.

SA: Mansions. Right.

S: London.

SA: London. And the postcode?

S: **SE 19.**

SA: **SE .....19.**

S: **7FT**

SA: 7?

S: Yes **7 F for Freddie and T for Tommy.**

SA: FT. Right. So let me just check that. Mm **127a Adelaide Mansions, Compton Street, London SE19 7FT.**

S: That's correct.

SA: And are you on the telephone?

S: Yes, It's 0181 **797 4882**

SA: **797 .....**

S: **4882.**

SA: **4882.**

S: Yes, that's it.

### **Questions 6-10**

SA: Right, that's that out of the way. And which books would you like to order?

S: Well, I just want four books to start off with.

SA: Hmm.

S: Have you got Physics in the Age of Technology by Adrianna Stern.

SA: Physics in the Age of ..... it's out of stock, I'm afraid.

S: Oh, OK.

SA: Would you like me to order it for you?

S: No, what about mm. Mathematics in Physics by professor I Lovatt. Experimental .....

SA: Just, just wait, **Mathematics in ..... Physics by .... Professor I Lovatt.** Let's just check that. Right, here we are. Yes, ..... we've got it in stock. **It's £ 27.95.**

S: £ 27.95! with the discount?

SA: I'm afraid, yes. Ah, the next one?

S: **Experimental Physics by Simon Blair and Violet Boyd.**

SA: **Experimental Physics by Simon Blair and Violet Boyd. OK, let's see ..... That's £ 29.50.**

S: OK and **Physics for the first year student by A. Laska.**

SA: Physics for the first year student ..... That's ..... **£ 25.**

S: OK. I'll stick with these three for the moment.

SA: Right. Would you like to have the books posted to you?

S: No, No it's it's okay. I'll come in one day this week and pick them up.

SA: Right. When you come in, can you bring **two forms of identification?**

S: Ok, Like what?

SA: A credit card, ..... Driving license, ..... a cheque card and .....

S: Oh, OK.

SA: .....**and your letter confirming admission to the university.**

S: Yeah, OK. What time do you close?

SA: We're open until 6pm every day except Thursday, when we close at 7.30.

S: And you're on which floor?

SA: **The Physics Department is in the basement. The books will be kept here** and as you're paying by account we'll post the bill to you.

S: Thanks. Bye. (S=Student)

SA: Bye-Bye. (SA=Student Assistant)

## Section 2

### Questions 11-14

Good morning. My name is Dave Eastman and I'm one of the **five student counsellors** in the university. And I'm here today to introduce myself to you briefly and to say just a few words about the **Student Welfare Service**. But before I begin, I'd like to thank your Faculty Head, Professor Answer, for inviting me here to talk to you. At the end, I'll throw questions open to the floor.

The service we offer is available on all six sites of the university campus. **The three main sites** have counsellor available week-days, Monday to Thursday, between 9.30 am and 4.00 pm. On this site, the office is situated in the **Queen's Building, on the first floor**. I understand that all of you are based on this site, so I won't go into details about the others.

### Questions 15-20

Information about the service and the other offices is contained in this leaflet, which you can pick up practically **everywhere on campus**. We also run a Helpline, which is open after the office is closed. The number for the line is 0345 1607 2390. This number with all the others, my own, included, is contained in the leaflet. Obviously, we would like to make the Helpline available 24 hours a day, but the money simply isn't there, so we have to rely on the **generosity of volunteers**. I can say on average the line is open about 3 hours per evening most evenings and **roughly 8 hours** at weekends. If there is no-one to take your call, or in the event of an emergency, there will be a message on the answering machine which will give you other contact numbers. You might be thinking why not just give us the leaflet and get on with the lecture. Well, the answer to that, as you probably well know, is that people don't always read leaflets; they look at them and say: That's not for me.

People contact us for a **variety of reasons**. They may come to see us if they feel isolated, because it's the first time many have been away from home; or they may have personal relationship problems; or money problems. Certain times of the year bring increased pressure to bear on students, the exam time

being the main one and I'm not just talking about Finals. Preparing a paper for a tutorial or a seminar can also be a stressful exercise. On occasions like this, we are available to help you.

We don't pretend that we have an answer for every problem, but we can try and help; and if we can't we can usually refer you to **someone who can**.

I would also like to take this opportunity to ask for volunteers for our advice Helpline. You don't need any previous experience and, because you are newcomers to the university, it does not mean that you do not have anything to offer. We provide **training and support** for all volunteers. So if you'd like to get involved see me at the end of this session.

I'd like to thank you for listening and now it's your chance to ask some questions..... Yes the gentleman in the third row in the red T-shirt.

### Section 3

#### Questions 21-23

L: Come in!

J: Hello, Dr Townsend.

L: Ah-hello Jim, come and sit down. Now-it about this essay of yours, am I right?

J: Yes, the one on **global employment**.

L: Ah yes, global employment, let's see..... What was the exact title again?

J: Information Teach .....

L: Right, here it is: "Information Technology will put millions of people out of work throughout the world in the coming decades." Explore the arguments on both sides of this debate and give your opinion.'

J: Yep, that's it.

L: Yes, on the whole, I was very pleased with what you wrote ..... mm ..... You've presented the different points of view clearly.

J: Thank you.

L: Did you give the sources for your statistics?



- J: Yes, I .....
- L: Ah, yes, I see the **World Bank** and the OECD. Where did you get the figure from?
- J: On the Internet.
- L: Right, I see. OK – well, let's have a closer look.
- J: OK.
- L: Now, near the beginning, you draw a parallel between present day fears about **machines replacing people**,
- J: Yeah.
- L: and the 19<sup>th</sup> Century Luddites. It's an appropriate parallel, but don't you think it might be better to explain who the Luddites were?
- J: Well, I mm did think about it, but ..... Ah .....
- L: Yes?
- J: I thought it might be a little bit simplistic.
- L: Well, yes, maybe, but a short sentence might help just to show the connection between then and now.

### Questions 24-27

- L: Good. Let's move on then.
- J: Right.
- L: So, in the first paragraph you describe three reasons for people's fears: IT is more pervasive in its impact than the effect of steam power or electricity, affecting service industries as well as traditional manufacturing. **Second, IT is being introduced faster than earlier new technologies and thirdly... that it makes it possible for jobs to be easily moved from one place to another.** Could you have described any other reservations?
- J: Well, I suppose I could have said that the richer industrial economies fear the easy transfer of their jobs to poorer and, therefore, cheaper economies, but I felt it was too restricted a fear. You could also blame the media for their coverage of large job losses at big firms without publicizing small business creation.

L: I see-fair enough. So then you continue with two paragraphs saying why people need not be afraid. I see you start with the historic evidence, **that over the past 200 years of huge technological advance, employment and real incomes in rich industrial countries have risen fairly continuously,**

J: Yes .....

L: and you illustrate it by an OECD chart. Then you state that although jobs are destroyed by new technology, **new ones are constantly being created which offset the losses**-I liked your example here: that as blacksmiths and coachmen disappeared; mechanics, drivers and car salesmen took their place.

### **Questions 28-30**

L: Now, where were we?

J: We were .....

L: Yes, you said that although new technology may reduce the amount of labour necessary to produce a given volume of output, this doesn't necessarily reduce overall unemployment.

J: Employment,

L: Sorry, yes, employment because technology can boost output **and create new demand** and new products.

J: Yes.

L: Perhaps you could have given some examples here of products which didn't exist 20 years ago?

J: You mean things like VCRs, mm ..... Personal stereos, soft contact lenses! Yes, mm, I suppose I should have done.

L: And, of course, computers themselves, both personal and industrial! Good! So let's have a look at your conclusion-so you believe that on balance, given a favorable business climate, and **a well educated, high-skilled workforce, there's no reason why IT should destroy jobs.**

J: Yes.

L: You haven't ah explained what you mean by a '**favorable business climate.**'

J: Mmm well I I mean an environment where there aren't **too many restrictions**, rules and regulations like protectionism over goods and restrictions on work practices and, perhaps, minimum wage levels that are too high.

L: I see. Well, you've certainly thought through the issues, but they are complex and perhaps you could have gone into them rather more deeply. However, as I said at the beginning, you're good and clear about your points, so I've marked it.....

(L=Lecture)

(J=Jim)

## Section 4

### Questions 31-37

Good afternoon, and welcome to everybody. My name is Dr Paulett Southfield and I specialize in **European product design** in the Department of Product and Furniture Design. It has fallen on me to kick off your first term with **the introductory lecture**. And after much thought looking for a fancy title, I decided to call my talk today, simply: What is **design** for?

What is design for? Is one of the most important questions that we seek to answer in this department? After all, an electric kettle is no more than a vessel with a heating element, a chair – no more than a seat and back with a enough legs for support, and a motor car no more than a box with seats, four wheels and an engine. But, we all know that a kettle can pour badly and be awkward to handle, a chair uncomfortable and ugly to look at and a car unreliable and unattractive. The answer to my question is, of course, implicit in these examples: good design makes for **efficient products**, like an efficient kettle, maybe cordless and manageable by arthritic or elderly hands; a well designed chair is comfortable and an inviting asset to our living – rooms and a carefully

designed car combines maximum safety comfort and elegance. The conclusion we can draw from this is that the role of design-to paraphrase Terence Conran is to ensure that things do the job they were **intended to do**; that they are well made and efficient and that they are pleasing to use and to look at.

There are, however, other reasons for the importance of design. **Advertising and the media** fuel the acquisitive nature of consumerism but, together with greater choice, they encourage a more discerning approach from the public who can compare the qualities of one product with those of another. The aesthetic appeal of a bold new table lamp can be weighed against the charms of a dozen others-while the choice of a new personal stereo may involve its stylish appearance as much as its **efficient function**.

### **Questions 38-40**

And yet there is another reason for the enhanced role of the designer in today's world of rapidly advancing technology. **As the life cycle of every product grows ever shorter, the designer has to be working on an updated model as soon as the latest one is off the drawing board.** Nowhere is this more evident than in the design of motor cars. The same technological advance has also made a huge impact in the field of medicine and here the designer is involved **in the development of new equipment,from the endoscope, the increasingly sophisticated dentist's chair and the robotic hospital' porter', to the artificial hip replacement and other prostheses.**

Finally, we should not forget the role of design in the marketing wars. **As manufacturers battle to enhance the desirability of their products over those of their competitors, the talents, imagination and training of their designers are paramount.** A proper appreciation of this factor can even be significant for national economies and their export markets.

I would like to end, though, with a few words on the relationship between good design and that elusive factor-quality of life. If we start by agreeing that living is more than just existing, **we must admit that living with everyday things that are aesthetically pleasing as well as effective, enhances that quality.**

Most of us react against things which are coarse, feeble or pretentious, but are drawn towards things which embody efficiency, imagination and style. In the words of French designer, Roger Tallon, design is first and foremost an attitude. Now if anyone would like to ask any questions, or raise any further points .....

## **IELTS Answer Keys**

### **Section - 1**

#### **Questions 1-5**

1. 15 % fifteen percent
2. Kerrigan
3. 127a Adelaide
4. 19 7FT
5. 7974882

#### **Questions 6-10**

- 6.
7. Physics
8. £ 25
9. D
10. B

### **Section - 2**

#### **Questions 11-14**

11. C                      12. B                      13. A                      14. D

#### **Questions 15-20**

15. everywhere on campus                      16. generosity of volunteers  
17. roughly 8 hours                                      18. variety of reasons  
19. someone who can                                      20. training and support

### **Section - 3**

#### **Questions 21-23**

21. global employment                                      22. The World Bank  
23. machines replacing people

**Questions 24-27**

24. b                      25. b                      26. a                      27. b

**Questions 28-30**

28. C                      29. D                      30. A

**Section - 4**

**Questions 31-37**

31. European product design    32. Introductory lecture    33. Design  
34. Efficient products    35. Intended to (do)  
36. Advertising/adverts (and) the media    37. Efficient function

**Questions 38-40**

38. D                      39. A                      40. B

## **Appendix III**

### **TOEFL Listening Test**

**Name of student:** .....

**Sex:** .....1

**Level/Class:** .....

**Institution:** .....

**Faculty:** .....

This section measures your ability to understand conversations and lectures in English. You will hear each conversation or lecture only one time. After each conversation or lecture, you will answer some questions about it. The questions typically ask about the main idea and supporting details. Some questions ask about a speaker's purpose or attitude. Answer the questions based on what is stated or implied by the speakers. Each question this section has four answer choices tick the best answer to each questions. In some questions, you will see this icon: ∅ . This means that you will hear, but not see, part of the question. Most questions are worth one point. You will have 20 minutes to answer the questions in this section. Now get ready to listen. You may take notes.

## **Appendix IV**

### **IELTS Listening Test**

**Name of student:** .....

**Sex:** .....

**Level:** .....

**Institution:** .....

**Faculty:** .....

In this test, there are four main sections, for which you have to answer a total of forty questions. You have time to read the questions and you are advised to write your answer in the question booklet. At the end of each section, you have half a minute to check your answers.

At the end of full listening test, you have 10 minutes to transfer your answers to the answer sheet. You will hear the test only once.



## Section 1

### Questions 1-5

Complete the Account Details using NO MORE THAN TWO WORDS for each blank space.

Account Details

|  |
|--|
| Discount offered:                                      |
| First year students: (1).....                          |
| Name: Nasreen (2) .....                                |
| Address: (3)..... Mansions,<br>Compton street, London. |
| Postcode: SE (4) .....                                 |
| Telephone number: 0181 (5).....                        |

### Question 6-8

Put a tick in the spaces below, if the information is correct. Or fill in the blank with the correct information, if it is wrong.

6. .... 7. .... 8. ....

### Questions 9-10

Circle the appropriate letter.

9. To collect the books the student must bring
- A. three forms of identification.
  - B. two forms of identification.
  - C. one form of identification.
  - D. two forms of identification and the university confirmation letter.
10. The books will be kept
- A. in the Chemistry Department in the basement.
  - B. in the Physics Department in the basement.
  - C. in the Physics Department on the first floor.
  - D. in the Maths Department in the basement.

## Section 2

### Questions 11-14

Circle the appropriate letter.

11. There are ..... Student counselors at the university.
- A. Six      B. Four      C. Five      D. Three
12. The speaker has come to talk about the .....
- A. Student Union      B. Student Welfare Service  
C. Student health      D. Student Accommodation Service
13. The number of main sites is.....
- A. Three      B. Four      C. Five      D. Six

14. Where on this site is the student counselor's office?

|                                    |
|------------------------------------|
| A Queen's Building                 |
| 4 <sup>th</sup>                    |
| 3 <sup>rd</sup>                    |
| 2 <sup>nd</sup> Counselor's Office |
| 1 <sup>st</sup>                    |
| Ground floor                       |

|                                    |
|------------------------------------|
| C Queen's Building                 |
| 4 <sup>th</sup>                    |
| 3 <sup>rd</sup>                    |
| 2 <sup>nd</sup>                    |
| 1 <sup>st</sup> Counselor's Office |
| Ground floor                       |

|                                    |
|------------------------------------|
| B Queen's Building                 |
| 4 <sup>th</sup> Counselor's Office |
| 3 <sup>rd</sup>                    |
| 2 <sup>nd</sup>                    |
| 1 <sup>st</sup>                    |
| Ground floor                       |

|                                    |
|------------------------------------|
| D Queen's Building                 |
| 4 <sup>th</sup>                    |
| 3 <sup>rd</sup>                    |
| 2 <sup>nd</sup>                    |
| 1 <sup>st</sup> Counselor's Office |
| Ground floor                       |

**Questions 15-20**

Complete the notes below using NO MORE THAN THREE WORDS for each answer.

15. The information leaflet is available almost

.....

16. The Helpline in the evenings and weekends is dependent on the

.....

17. The Helpline is staffed at the weekends for

.....

18. Students contact the Student Welfare Service for a

.....

19. If the counsellors cannot help you, they will put you in touch with

.....

20. The Service gives ..... to all volunteers on the Helpline.

### Section 3

#### Questions 21-23

USE NO MORE THAN THREE WORDS to answer the following questions:

21. On what topic did Jim write his essay?

.....

22. Besides the OECD statistics, what other figures did Jim use?

.....

23. At the beginning of his essay, what does Jim say the 19<sup>th</sup> century Luddites and people today are worried about?

.....

#### Questions 24-27

In Jim's essay, there are 3 reasons for people's fears and 2 reasons why people's fears are unjustified. In each case below, choose the option which accurately describes the point.

24. The second reason for fear:

A. The introduction of IT is more demanding than other technologies

B. The introduction of IT is happening more quickly than for previous technologies

25. The third reason for fear:

A. IT makes it easier to change jobs

B. IT makes it easier for employers to move jobs around

26. The first reason why people's fears are unjustified:

A. There has been a continuous rise in people in work and income in rich countries

B. Technological advance has industrialized rich countries

27. The second reason why people's fears are unjustified:

A. New jobs are not upsetting old ones

B. New jobs are replacing old ones

### Questions 28-30

Circle the appropriate letter.

28. New technology does not always reduce employment, because
- A. People do not need to work as hard as before.
  - B. new products are a necessity.
  - C. it can create new demand.
  - D. it can slow down output.
29. In his conclusion, Jim says that IT should not destroy jobs, if
- A. there is a balance.
  - B. the workforce are favorable.
  - C. the workforce are businessmen.
  - D. the workforce have a good education and they are skilled.
30. The phrase, a favorable business climate, means an environment where
- A. there is not too much in the way of protectionism.
  - B. there are many restrictions, rules and regulations.
  - C. minimum wage levels are too high.
  - D. restrictions on work practices exist.

### Section 4

#### Questions 31-37

Complete the notes using NO MORE THAN THREE WORDS for your answer.

31. The speaker is a specialist in.....
32. The speaker is giving the ..... of the term.
33. The focus of her talk is the purpose of .....
34. Good design leads to .....
35. One facet of the role of design is to make sure that products do the job they are .....
36. People are persuaded to buy products by ..... and .....
37. A shopper may buy a personal stereo for it's ..... as well as its trendy appearance.

### Questions 38-40

Circle the appropriate letter.

38. The role of the designer is becoming more important, because....
- A. the progress of technology is slightly faster than it was.
  - B. there are possibilities for new ideas.
  - C. products break more easily these days.
  - D. every model has to be updated more quickly.
39. In the medical field, the designer is engaged in .....
- A. developing a range of new equipment.
  - B. old equipment that is developing.
  - C. everything related to hospital portering equipment.
  - D. advising inventors.
40. Designers can help manufacturers by.....
- A. exporting their designs.
  - B. helping to make their products attractive.
  - C. making their products appreciated by other manufacturers.
  - D. training them to appreciate design.

## Appendix-VII

### List of the Students with their respective Faculties

#### Faculty of Humanities and Social Sciences (Bachelor 2<sup>nd</sup> Year)

| S.N | Male               | Females            |
|-----|--------------------|--------------------|
| 1   | Lok Bdr B.C.       | Asmitu Dhakal      |
| 2   | Shival kharal      | Aratu Dhakal       |
| 3   | Ganesh kandel      | Smalika Rokaya     |
| 4   | Bishal Bhandari    | Durga kumari Shahi |
| 5   | milan kandel       | Sarita Bista       |
| 6   | Homraj Shahi       | Nanda kala Thada   |
| 7   | JageRam Devkots    | Durga Chapain      |
| 8   | Arjun B.C.         | Rupa Sunari Magar  |
| 9   | Raju Dhakal        | Sita Rana          |
| 10  | Madan K.C.         | Ganga B.C.         |
| 11  | Kumesh Subedi      | Sumitra Poudel     |
| 12  | Tirth Ram Chaudrya | Jaunka Kandel      |
| 13  | Sant Bdr. Thapa    | Sila Banjade       |
| 14  | Makesh Gautam      | Manisha Karna      |
| 15  | Hitesh K.C         | Sandha Chaudhry    |
| 16  | Rajesh Gurung      | Radha Kaka         |
| 17  | UMesh Kahadka      | Ranjana Dangi      |
| 18  | Dependedra Thapa   | Niru Bist          |
| 19  | Ramesh Adkirkari   | Ramila K.C         |
| 20  | Kamal Regmi        | Puja Gurung        |
| 21  | Bal Bdr. Bhandari  | Sagun Sharma       |
| 22  | Janga Bdr. B.C     | Pramila Chaudhry   |
| 23  | Prakash Oli        | Ranjeeta Baral     |
| 24  | Santa K. Tharu     | Preeti Raskoti     |
| 25  | Mahesh Chaudhry    | Sudha K.C.         |
| 26  | Shyam K.C          | Sangjta Chapain    |

|    |                   |                  |
|----|-------------------|------------------|
| 27 | Ramesh B.K.       | Kopita Tharu     |
| 28 | Amar Bdr Singh    | Sharaswati B.K.  |
| 29 | Maheandra Neupane | Gita Oli         |
| 30 | Shekhar wagle     | Nirmala Chaudhry |

**Faculty of Education (Bachelor 2<sup>nd</sup> Year)**

| <b>S.N</b> | <b>Male</b>        | <b>Females</b>  |
|------------|--------------------|-----------------|
| 1          | Bhim Bdr. Shahi    | Kalpana Thap    |
| 2          | Dharma Raj Singh   | Rima Ghimire    |
| 3          | Susil K.C          | Chandra Acharya |
| 4          | Sumanraj Sharma    | Pramila Majhi   |
| 5          | Danta Rokaya       | Deepa Poudel    |
| 6          | Rabindra           | Chandri Hiski   |
| 7          | Chandra Bdr. B.C   | Julsa Bashet    |
| 8          | Mahendra pd. Regmi | Gyanita Raj     |
| 9          | KhadkaRaj Bomb     | Anita Chapain   |
| 10         | Bired Bdr. Shahi   | Ranjita Sunar   |
| 11         | Sunil khadka       | Rekha Gupta     |
| 12         | Bhuwan Tamang      | Januka Paudel   |
| 13         | Netra Bdr Dangi    | Nanda Darlami   |
| 14         | Surendre K. Yadav  | Smirti Poudel   |
| 15         | Kul pd. Sapkota    | kanal Khadka    |
| 16         | Saran Mahat        | Ramila Yadav    |
| 17         | Bibek Yadav        | Ritu Tamang     |
| 18         | Nirajan Agrawal    | Binita Gautam   |
| 19         | Hari Sapkota       | Sita Thapa      |
| 20         | Deepak Darlami     | Ranjita Tamang  |
| 21         | Hirala Rana        | Niru Shahi      |
| 22         | Ratna Bdr. Shahi   | Dipika Poudel   |
| 23         | Durga Bdr. Oli     | Anupama Sharma  |



|    |                    |                  |
|----|--------------------|------------------|
| 24 | Keshar Bdr. Tharu  | Dipika Ale       |
| 25 | Narendra Bdr. B.K. | Bhumisar Gurung  |
| 26 | Kusum Sapkota      | Sitala Sharma    |
| 27 | Nagendra Hamal     | Sandeepa Sirpali |
| 28 | Anup Chapain       | Manju Khanal     |
| 29 | Nirak Bdr. Shahi   | Sitala Sharma    |
| 30 | Bibek Poudel       | Binita Oli       |

## **Appendix- VIII**

### **LIST OF THE SELECTED CAMPUSES**

1. Surkhet Campus (Education) Birendranagar, Surkhet
2. Birendra Nagar Multiple Campus Birendranagar, Surkhet
3. Babai Multiple Campus Gulariya, Bardiya
4. Bageshwori Multiple Public Campus Kohalpur, Banke