

CHAPTER I

INTRODUCTION

1.1 General Background

Language is the most commonly used means of human communication through which we exchange our feelings, desires, thoughts and emotions. It is the unique asset of human beings which has placed them in supreme position in the world. It is extremely complex and highly versatile code which can't be used by other animals as a means of communication. Language is not only a personal phenomenon but a social phenomenon as well because it is affected by culture, social ethnicity and geographical boundaries.

The word 'Language' is defined variously by various linguists. Some of the definitions are presented here.

"Language is the concrete act of speaking, writing or signing in a given situation - the notion of Parole, or Performance". Crystal (1941)

"Language is a set of sentences, each finite in length and constructed out of a finite set of elements". Chomsky (1957)

"Language is a system of expressing meanings through words and sentences used by human beings". Wordmaster Learner's Dictionary of Modern English (2004)

It looks that no definition can be exact and complete in itself. In general it is widely accepted that language is the system of human communication, which consists of the structured arrangement of sounds into larger units. e.g. morphemes, words, sentences, utterances. It is species specific to human beings. Every normal human being acquires at

least one language in his/her childhood. None can believe the existence of human civilization without language.

There are many languages in the world. Among them English is the most widely used language. It is believed that one in every seven people can speak English. It is rich in its literature. Therefore, it has gained the status of international standard. It is often used as a lingua franca to maintain communication among different linguistic communities. English has dominated almost all areas in the world such as world politics, science and technology, medicine, marketing and so on. It has a significant influence in Nepali education too. English is taught as compulsory subject from class one to bachelor level. At university level, most of the prescribed books and reference books available are in English medium.

1.1.1 Testing: A Brief Introduction

Testing is defined variously in various situations. Generally, it is defined as the examination or trial of the qualities etc. of a person or thing. In language teaching it refers to the process of measuring the effectiveness of teaching and students' progress. Khaniya (2005) takes test as a process of scrutinizing how far learners have learned what the teacher wishes them to learn. Nunan et.al. (2001) defines test as a 'method of eliciting a sample of an individual language behavior under standardized conditions.' His definition limits the test within standardized condition but it is not the case always. Testing can be done in an informal setting as well.

Testing has always been an inherent part of teaching. For Mc Graph (1996:60) 'teaching without testing is like painting in bad light.' It shows that testing provides light to teaching. Thus, teaching and testing

are closely related to each other. Davis (1968:5) says that the good test is an obedient servant since it follows and apes the teaching. Though the history of language testing can be traced back to the history of language teaching, it wasn't taken as a separate discipline. It gained the status of a separate discipline in 1961 after the publication of Robert Lado's book on language testing.

1.1.2 Listening Skill

Listening refers to the activity of paying attention to and trying to ascertain meaning from something we hear. It is a complex process. In listening the listener receives the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structures, pragmatics and sociolinguistics. The non-linguistic knowledge includes knowledge of the topic, the context and general knowledge about the world and how they work. A successful listener needs to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. Language learning consists of learning four skills viz. listening, speaking, reading and writing. Among them listening and speaking are considered as primary skills whereas reading and writing as secondary ones. Reading and writing exist optionally much later because a person may not need these qualities to be a successful speaker but s/he must have other two skills. Listening and speaking are acquired but reading and writing are learnt later. First we listen then we begin to speak. Therefore, the persons who fail to listen are unable to acquire any language no matter how long they are exposed to it. From this it is clear that listening is the first and

foremost skill of all because oral exposure of language is a fundamental requirement for everyone to acquire a language.

Listening skill is equally important in the case of second language learning too. Active listening always helps students to get information not only about grammar and vocabulary but also pronunciation rhythm, intonation, stresses, pitch, juncture, and so on. In the words of Jeremy Harmer listening skill helps to gain valuable language input through a combination of extensive and intensive listening materials and procedures. Even if it is very important in language learning, it didn't receive much emphasis till 20th century. There was an assumption that listening and speaking needn't be taught as they can be acquired automatically after learning reading and writing. The notion of automatic learning came to be false. People realized the value of these two skills and now they are given adequate importance.

1.1.3 Testing Listening

No doubt listening needs to be taught and tested in order to facilitate the process and to know how much of it has been acquired. Testing listening is a very complex task as it includes several other subskills. According to Hughes listening skill includes:

- listening for specific information
- obtaining gist of what is being said
- following directions
- following instructions
- interpretation of intonation patterns
- recognition of functions of structures.

For Willis (1981), the following are the major listening 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, e.g. well, oh, another thing is, now, finally, etc.
- recognizing cohesive devices including link words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress which gives clues to meaning and social setting.
- understanding inferred information, e.g. speaker's attitude or intention.

Regarding testing listening, Valette (1987) argues.

'The main objective of a listening test is to evaluate the student's comprehension. His degree of comprehension will depend on his ability to discriminate phonemes, to recognize stress and intonation patterns, and to retain what he has heard.'

Traditionally, it was argued that the ability to deal with phoneme discrimination, stress and intonation would make proficiency in listening comprehension. But there has been a shift of emphasis from a concentration on sound, the production of speech, the phonology to meaning and communication.

So, Buck (2001) as mentioned in Khaniya (2005) accepts the following as listening sub-skills:

- Understanding vocabulary and being able to guess the meaning of unfamiliar or unclear words from their context.

- understanding the syntactic patterns, the morphological forms, characteristics of spoken language and following the discourse patterns of spoken language.
- understanding the flow of stressed and unstressed sounds as well as intonation cues and other cues of oral production.
- identifying the speaker's purpose.
- drawing correct conclusions and valid inferences about the social situation and the speaker's intent or the general context.
- recognizing the speaker's attitude to the listener and the subject of their discussion.
- identifying the techniques and rhetorical devices the speaker used to convey the message.

It is realized that simply being able to discriminate sounds, stress and intonation does not lead someone to understand the message. S/he must possess other skills such as making inferences, relating utterances to their situational contexts, recognizing the communicative functions of utterances, guessing meaning of unfamiliar lexical items from context etc. Therefore, authentic texts that take place in real life have to be used in the listening text.

1.1.4 Methods of Testing Listening

There are several methods of testing listening. Methods of testing listening seem to have been influenced by how listening is perceived theoretically in different eras. In discrete point testing era, when structuralism was prevalent, it was believed that testing elements of language was considered testing the language as a whole. Therefore, while testing listening, an utterance used to be presented orally without any context to examine whether the students understood the complete

utterance or crucial part of it. In such a test, attempts were made to assess the extent to which the learners were able to understand the phonemes, stress, intonation, grammatical structure and vocabulary. This approach got changed after the integrative approach appeared. During the integrative approach, instead of testing discrete items, the whole of language was tested for which dictation, listening cloze, gap filling techniques were prevalent. Later this approach was also replaced by communicative testing which promoted the factors such as authentic texts and authentic tasks, context, communicative purpose, interactiveness, performance, etc as most important in testing listening.

1.1.5 Listening Test in Nepalese Context

Though teaching English in Nepal was started right from 1910 B.S. after the establishment of Durbar School, it was limited to two skills: reading and writing. All the four language skills were given due importance in school of Nepal Education system plan (1991). It had mentioned the general objectives of teaching English at secondary level in terms of the four language skills. The objective regarding listening skill was to enable the students 'to understand simple conversation and normal educated speech delivered towards them' (Secondary Education curriculum 2030:063). However, it was not implemented indeed. After a long time the ministry of education understood that teaching English without teaching two primary skills (listening and speaking) always remains incomplete. So, it kept a provision of teaching and testing listening with the introduction of new English curriculum. It has allocated 20 percent marks for listening and speaking. Out of it listening occupies 8 percent marks.

The present curriculum has set the following objectives:

- i. The students should be able to make note or summary from what they have listened.
- ii. They should be able to follow or respond appropriately to the command or instruction given to them.
- iii. They should be able to show the understanding of any authentic listening text.
- iv. They should be able to retrieve specific information after they have listened to the text and understand the gist.

For the fulfillment of these objectives the curriculum has prescribed two sets of cassette for the secondary level and has presented one lesson for listening in each unit. Though the curriculum has given adequate importance to listening skill, it has faced numerous problems in implementation. On the one hand there is lack of facilities such as language laboratory, electricity, tape recorder, availability of cassettes etc. in many schools of rural areas and teachers are untrained. On the other hand there is negligence towards listening skill from both teachers and students. Most of the teachers in the rural area are unaware of the importance of listening skill in language learning and they even don't know how to handle listening practice in the class. Students also think that listening test needs no practice to pass. They suppose it as their pocket marks which they are fixed to get as a gift. This research study mainly aims to find out the washback effects of listening test on teaching and learning at secondary level.

1.1.6 Washback Effect

The term 'washback' or 'backwash' effect of an exam is widely used in testing literature. It has been defined as the effects of an examination

on the teaching and learning of a foreign language and syllabus design (Wilkinson 1968:125 and Heaton 1975:161). Khaniya takes it as the way in which an examination may influence in a backward direction. The term 'washback' has been taken differently through different stages.

Originally the term 'washback' had a negative connotation. Following Wiseman (1961:159), it was used to describe the deleterious effects of examinations. One of the criteria for a good test at that time was not to have a washback effect on teaching (i.e. not to influence classroom activities).

The concept of washback got changed after some years and started to be used as a neutral term (i.e. neither negative nor positive); simply to refer to the effect of an examination on education (Wilkinson 1968:125). For Nisbet (1969) whatever is done for the preparation of an examination is its washback effect. Pearson (1988:101) looks at washback effect of a test from the point of view of its potential negative and positive influences on teaching. According to him, a test's washback effect will be negative if it fails to reflect the learning principles, and/or course objectives to which it supposedly relates, and it will be positive if the effects are beneficial and 'encourage the whole range of desired changes.'

Later Pilliner (1973:4) maintained the view that the most important requirement of a good test is that it should be adequately beneficial. Morrow termed this effect of a test 'Washback Validity' (i.e. positive influence on teaching) and considered it as the most important criteria for a good test. He further argued that one of the uses of examinations is to ascertain how much of "the intended washback effect was actually being met in practice."

Thus, the term 'washback effect' which had negative connotation in the past has emerged as washback validity; one of the most important ingredients of a good examination. Khaniya says that a good test must also have the potential to exert a beneficial influence on teaching and learning. The way how to get through exams, and how to help students get through the exams considerably influence what goes on in the classroom. It also influences students learning activities outside the classroom. In this way, examinations have a very strong influence in inducing teachers and students to work if they cover all the skills of curricular objectives. Hence, examinations with content validity can have positive washback effect.

1.1.7 Content Validity

Validity is a very important quality of a test. A measure is valid if it does what it is intended to do ..' (Davies et al 1999). In the words of Heaton the validity of test is the extent to which it measures what is supposed to measures and nothing else (Heaton 1988: 159).

Content validity is defined as 'whether the items composing the test do, in fact, constitute a representative sample of the content domain of concern (Brown 1976: 122-123). In case of a final achievement test, it is said to have content validity if its test items are considered to be a representative sample of the tasks as can be seen in the course objectives. According to Bachman content validity covers two things content relevance and content coverage. The investigation of content relevance requires the specification of behavioural domain in question and attendant specification of the task or test domain (Messick 1980: 1017 quoted in Bachman). While it is generally recognized that this involves the specification of ability domain, what is often ignored is that examining

content relevance which also requires the specification of the test method factors.

The second aspect of examining test content is that of content coverage. For Brown, content validity is a measure of the adequacy of sampling. Furthermore, to have good content validity a test must reflect not only the content of the course, but also demonstrate the balance of test items in terms of weight age given to each unit or areas.

Heaton, J.B. (1998:161) says, 'content validity depends on careful analysis of language being tested and of particular course objectives. The test should be so constructed as to contain a representative sample of the course, the relationship between the test items and the course objectives always being the apparent ... When embarking on the construction of a test, the test writer should first draw a table of test specifications, describing in a very clear and precise terms the particular language skills and the areas to be included in a test'. Heaton emphasizes on the importance of specification chart to maintain content validity and there should be close relationship between content of test and course objectives.

Richards, et al. take content validity 'a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behaviour it sets out to measure. For example, a test of pronunciation skills in a language would have low content validity if it tested only some of the skills which are required for accurate pronunciation'.

For Harrison A. (1991:11), 'Content validity is concerned with what goes into the test. The content of the test should be decided by considering the purposes of the assessment, and then drawn up as a list

known as content specification. The content specification is important because it ensures as far as possible that the test reflects all the areas to be assessed in suitable proportions and also because it represents a balanced sample without bias towards the kinds of items which are easier to write or towards the test materials which happens to be available'. Thus, he also maintains that content should be in accordance with objectives and a specification chart should be prepared in advance to maintain content validity.

Similarly, Hughes A. (1995:22-23) also emphasized two things for content validity: content representation and content relevance as he said, 'A test is said to have content validity if its content constitutes a representative sample of the language skill, structures, etc. with which it is meant to be concerned. It is obvious that a grammar test, for instance, must be made up of items testing knowledge or testing of grammar. But this in itself doesn't ensure content validity only if it included a proper sample of relevant structures ... The greater the test's content validity the more likely it is to be an accurate measure of what it is supposed to measure. A test in which major areas are identified in the specification are underrepresented or not represented at all is unlikely to be accurate. Secondly, such a test is likely to have a harmful backwash effect. Areas which are not tested are likely to become areas ignored in teaching and learning'.

Anastasi (1982:131 as quoted in Khania 2005) describes the nature of content validity as "content validity involves essentially the systematic examination of the test content to determine whether it covers a representative sample of the behaviour domain to be measured". The argument is that in an achievement test, the emphasis will be mainly on the coverage of the subject matter. It implies that the test designer must,

as clearly as possible, specify what skills the exam is designed to cover. She (1982:132) provides the following guidelines for establishing content validity.

- The behaviour domain to be tested must be systematically analyzed to make certain that all major aspects are covered by the test items, and in the correct proportions.
- The domain under consideration should be fully described in advance rather than being defined after the test has been prepared.
- Content validity depends on the relevance of the individual's test responses to the behaviour area under consideration rather than on the apparent relevance of item content.

Establishing content validity is problematic given the difficulty in characterizing language proficiency with sufficient precision to ensure the representativeness of the sample of tasks included in a test. Additional threats to validity may arise out of attempts to operationalize real life behaviour in a test especially where some sort of quantification is necessary either in the task or method of assessment. She further argues that the construction of an examination is usually preceded by the thorough examination of the relevant course materials, and instructional objectives.

From the above discussion we came to know that different experts have their own views regarding content validity. Even if their views are not the same they have agreed in some major aspects. According to them content validity is one of the most important qualities of a test which mainly covers two things: content relevance and content coverage. It also embraces the method of testing or eliciting responses.

This research is mainly concerned with washback effects of listening test on teaching and learning. To have benevolent washback effect of an examination, the a priori validation is essential. Thorndike and Hagan (1977:59 as quoted in Khania 2005) argue that classroom instructions are intimately related to the exam content, and exam may be appraised by looking at how truly it represents the instructional objectives. After all the program of instruction is the main source of exam-content, an appropriate representative sample of the course objectives in an examination can have beneficial washback effect because it is this type of exam which requires the teaching, and learning to be directed towards the course objectives. This type of examination will be a check on the achievement of the course objectives, preparation for which would lead the student to achieve the skills and abilities as in the instructional objectives.

1.2 Review of Related Literature

Li Xioju (1989) as mentioned in Khaniya (2005) assesses the washback effect of Matriculation English Test (MET) after four years of its implementation in China and describes the following as the positive effect of the MET.

- I. Teaching materials have been expanded to include greater use of imported and self-compiled materials.
- II. There have been changes in teachers' approaches to what is to be emphasized in teaching in the classroom.
- III. Students have been found to be conscious of using their time and resources for learning English.
- IV. There has been change in the teacher's attitude about what to teach and how to teach.

Hughes (1986) assesses the washback effect of English proficiency test at the end of FLS courses in Bogazzi university in Turkey and describes the Washback effect as follows:

'There was almost immediate change in syllabus and materials to once more obviously related to the development of the language skills needed by university graduates'.

Davies (1985) as mentioned in Khaniya (2005) discusses the ELT situation in Malaysia some years ago. The Curriculum Development Centre (CDC) introduced a new communicative syllabus into the two language medium systems, English and Malay as quickly as possible. Another purpose behind that was to develop in school graduates the ability to communicate in English. The Examination syndicate did not show its willingness to change the examination so as to make it congruent with the syllabus. The result was, as Davies (1985:7) describes a disaster. He has written, 'the examination did not in any case test the syllabus. Failure was severe except among those from the more elite English medium school; many average English-medium students and most of the Malay-medium schools failed. Remember that the purpose of the new syllabus was to help those very Malay-medium students who had no access to English medium, and that English medium was then on its way out...it was right to be concerned about promoting appropriate use of English, but wrong not to check with its sister...examination institute...change is essential but it needs a Fabian lead.'

Madsen (1976) as mentioned in Khaniya (2005) discusses the school leaving examination in a large African State. There was severe criticism of the essay and précis in the exam for leading the teachers to spend most of the time on practicing exam techniques rather than on the

English fundamentals, which the students needed. The people concerned felt that something had to be done in that direction. It is one of the cases of negative washback.

Khaniya (1990) has conducted a research on 'Examination as Instruments for Educational change: Investigating the Washback Effect of Nepalese English Exams' and discusses the SLC exam fails to assess the language skills that the SLC English course intends to develop in students...because its textbook and previous exam paper oriented nature, it does not encourage students and teachers to focus on language skills entailed in the course objectives. (Khaniya 1990). Finally he has concluded that

- i. Washback is an inherent quality of an exam,
- ii. ingredients of the exam determine whether the washback is negative or positive and
- iii. teaching for the final exam is not only inevitable, but desirable as well.

Kshetree (2001) carried out a research on 'A study on the Washback Effect of SLC Examination and come with the following conclusions:

- i. The secondary level English teachers were not much informative.
- ii. Only 24 percent teachers used communicative method to teach new English.
- iii. English performance of the students was very poor. (Kshetree 2001: 47-49)

Neupane (2004) carried out a research study entitled 'Washback Effect of Examinations: A case of communicative English' and came with following conclusions:

- i. Students' participation in the class was very low.
- ii. Lecture method was widely used to teach communicative English.
- iii. Practical Examination was just a formality and the tasks didn't resemble real life situation or lack of authenticity.
- iv. The present examination system did not follow course objectives and it lacked content relevance as well as course coverage.

Timilsina (2000) has conducted a research study on 'The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension' and found out that teaching using recorded materials is highly impressive in comparison to teaching using traditional techniques.

Singh (2000) carried out a research on 'A study on listening comprehension of Grade Eight students in listening Texts and their problems and difficulties': the population included 80 students from 4 schools, two of them being private and two of them public. The finding showed that the performance of the 8th graders in listening comprehension was fairly good.

Aryal (2002) conducted a research in 'Listening proficiency of Higher level students'. His finding was that there was no significant difference in the performance of the students in seen and unseen text.

Rana (2003) carried out a research on the 'Listening Abilities of Nepalese Learners of English'. His finding was that the listening abilities of the Nepalese learners of English was 85.95 percent.

1.3 Objectives of the Study

The following are the objectives of this study.

- i. To find out the Washback effect of listening test on teaching and learning at secondary level.
- ii. To find out the content validity of listening test
- iii. To enlist some pedagogical implications.

1.4 Significance of the study

This study is useful for the prospective researchers who want to undertake researches in testing. It is useful also for those teachers who are involved in teaching as well as developing questions and marking answer sheets. It is especially significant for those people who are involved in management of examinations like SLC and send up as it deals with the problems prevalent in present practical exam. It is hoped that even the curriculum planners, examination experts, language teachers and trainers get benefit from this research study since it contains some suggestions and recommendations for the improvement of listening test to have more positive washback effects.

1.5 Definition of the Specific Terms

Washback Effect: the influence of an examination in a backward direction to teaching learning and syllabus design.

Testing: any procedure for measuring ability, knowledge, or performance.

Validity: The degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes for which it is intended.

Content Validity: a form of validity which is based on the degree to which a test adequately and sufficiently measures the particular skills or behaviour it sets out to measure. For example, a test of pronunciation skills in a language would have low content validity if it tested only some of the skills which are required for accurate pronunciation, such as a test which tested the ability to pronounce isolated sounds, but not stress, intonation, or the pronunciation of sounds within words.

Secondary Level: Grade 9 and 10 in formal school education.

Intermediate Level (PCL) : Beginning level of University education which is equivalent to higher secondary level.

CHAPTER II

METHODOLOGY

In this study the researcher aims to find out the washback effect of listening test on teaching and learning at secondary level for the purpose of which he adopts the following methodology.

2.1 Sources of Data

The researcher has used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

Primary Sources of data for the study are the students of intermediate first year of Mahendra Ratna Campus, Tahachal majoring English and the teachers teaching secondary English currently in different private and public schools of Kathmandu valley.

2.1.2 Secondary Sources of Data

The researcher used cassettes and question papers of listening test, consulted various books, journals, magazines, theses, reports, articles, internet, websites etc. as secondary sources of data.

2.2 Sample population and sampling procedure

The population of this study consists of 50 PCL first year students from different districts reading at Mahendra Ratana Campus, Tahachal and ten teachers teaching secondary English in different private and public schools of Kathmandu valley. The students were selected by using stratified random sampling procedure in order to have a wide representation. At first the students were divided into different strata on the basis of their home districts and the required number (50) of students were selected by using simple random sampling procedure. The name of districts and schools they represented can be shown below.

2.3 Tools for Data Collection

The researcher used two sets of questionnaire; one for teachers and the other for students. The questionnaire included both closed ended as well as open-ended type of questions. They were prepared on the basis of the materials used and techniques applied for practicing listening skill. He also used cassettes and test papers of listening test from 2058 to 2062 for collecting data. He collected these materials from the examination controller office of secondary level, Bhaktapur.

2.4 Process of Data Collection

After preparing questionnaire the researcher visited Mahendra Ratna Campus, Tahachal and established rapport with the principal and clarified the purpose of visiting. He sought consent with the principal as well as the subject teacher for the study. Then he went into the class and explained the matter. He distributed the questionnaire and asked them to fill with their name of home district and school. At last he collected the questionnaire and thanked them. There was a representation of 16 districts from 34 different schools. He divided the students on the basis of districts and schools they were from. Out of that he selected the required number (50) of students randomly representing all those schools.

For the collection of data from teachers the researcher contacted the secondary level English teachers of Kathmandu valley and explained the purpose of visiting. He requested them to fill in the questionnaire and thanked them at last.

- In course of gathering question papers and cassette of listening text the researcher went to the Examination controller office,

Bhaktapur, clarified the matter and collected the papers and cassettes from 2058-2062 B.S.

2.5 Limitations of the Study

Since it is a small research, the researcher attempts to carry out the study taking the following limitations and considerations.

- The population of the study was limited to 50 students of I. Ed. M.R. Campus, Tahachal and 10 teachers teaching English at secondary level.
- The study was concerned only with identifying the washback effect of listening test.
- The question papers and cassettes of listening test from 2058-2062 B.S. were analyzed in terms of content validity.

CHAPTER III

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of data collected from primary sources. The main focus of this study was to find out the washback effects of listening test on teaching and learning. For this purpose the researcher tabulated the information and data were analyzed under three main headings.

- Washback Effect on Learning
- Washback Effect on Teaching
- Content Validity of Listening Test

First of all information was tabulated and then analyzed and interpreted by using simple statistical tools such as mean, median, range, percentage, bar diagrams and pie-chart.

3.1 Washback Effect on Learning

This section concerns with the washback effect on learning. For this the researcher here tries to analyze every minute activities of the learners for the preparation of listening test. It is done in various sub-sections on the basis of their responses.

3.1.1 Using Cassette for Testing Listening Skill

The responses made by the students in using cassette for testing listening in SLC are presented. The researcher asked them whether cassette was used in testing listening or not. The result showed that a number of students were tested even without using cassette.

The table below shows the percentage of students in both groups.

Table 1
Using Cassette for Testing Listening Skill

Responses	No. of Students	Percentage
Yes	38	76
No	12	24

Thus, 76 percent students were tested listening skill by using cassette while 24 percent students were tested without using cassette. Testing without using cassette is especially found in remote areas where there is lack of physical facility.

3.1.2 Regularity in Listening English News

Table 2
Regularity in Listening English News

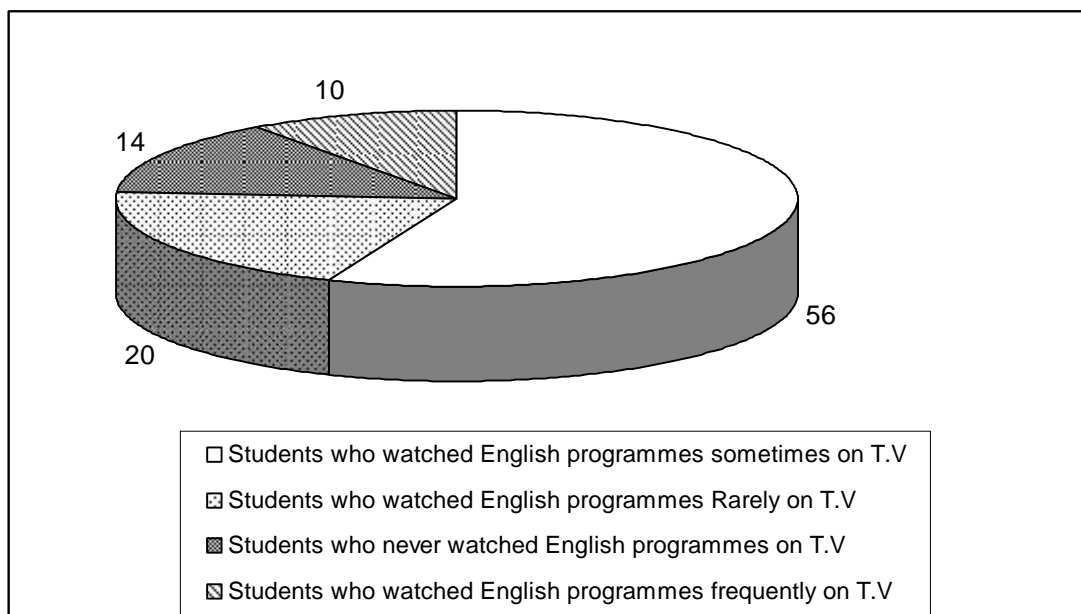
Responses	No. of Students	Percentage
Yes	27	54
No	23	46

Above table shows that 54 percent students listened English news regularly. They thought that it was helpful for listening test. Other 46 percent students didn't listen English news regularly.

3.1.3 Frequency of Watching English Programmes on T.V.

The researcher here presents the frequency of students watching English programmes for practicing listening skill. Very few students were found watching English programmes regularly. Majority of students watched English programmes sometimes on T.V. The diagram below shows the percentage of various groups of students watching English programmes.

Figure 1
Frequency of Watching English Programmes on T.V.



3.1.4 Marks Obtained by the Students

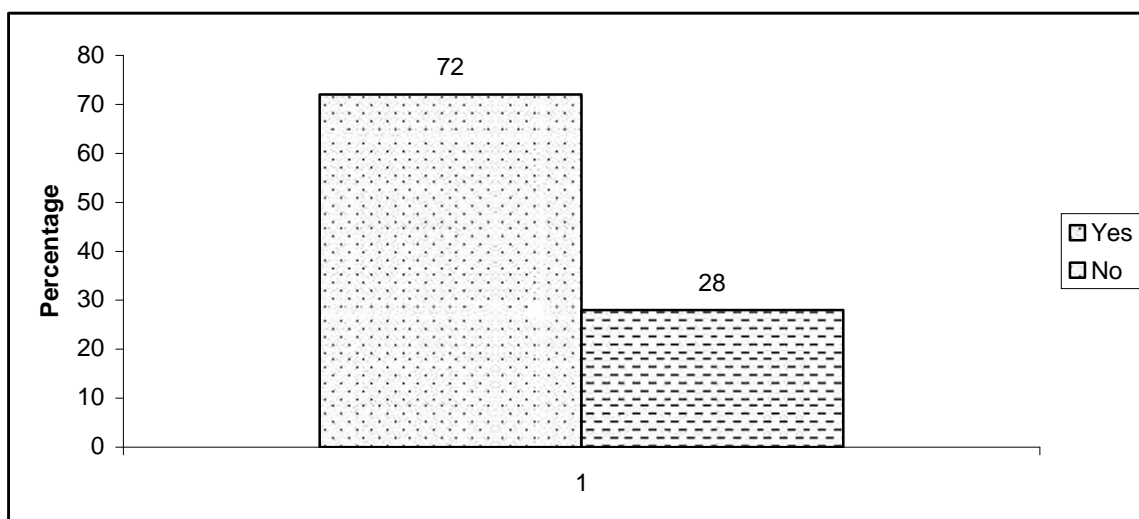
The mean score of theoretical examination is higher than the mean score of practical exam whereas range of theoretical examination is found to be higher than the range of practical examination. Students under the study have obtained 45.52 (56.9%) as a mean score of theoretical examination. Similarly, the mean score of practical examination is 15.5 (77.5%). Range of theoretical exam is higher (36) than the range of practical examination which is only 9.

This shows that though the students didn't practice much, they have got very good marks in practical examination. It has raised doubt on the reliability of practical exam. It also reveals that practical exams in Nepal are rather formal and are used mostly as marks securing device. They are somehow incapable in assessing the practical ability of the learners.

3.1.5 Satisfaction with the Marks Obtained in the Practical Exam

This part reflects the result of the analysis of the responses related to the marks obtained in the practical exam. The researcher asked a question regarding their satisfaction with the marks obtained in practical exam. The responses revealed that the students in high number were content in their practical marks. Only 28 percent students showed their dissatisfaction with their marks. From this it is clear that students are oriented in securing marks but not in language practice. They were satisfied because they got good marks without much labour. The following bar-diagram shows the percentage of students satisfaction regarding their marks in practical exam.

Figure 2
Satisfaction with the Marks Obtained in the Practical Exam



3.1.6 Improvement in Listening Skill

It presents the students responses towards improvement in listening skill due to their listening text. This is one of the important aims of listening text.

Figure 3
Improvement in Listening Skill

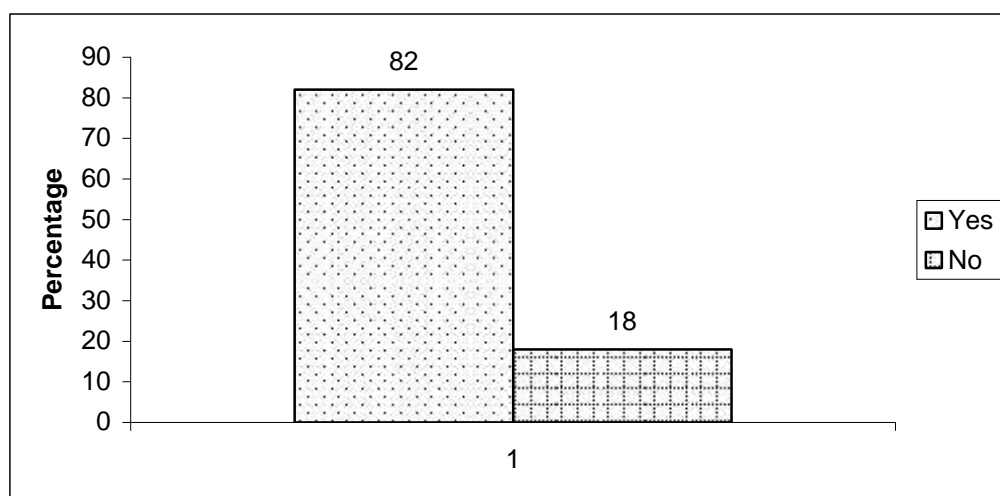


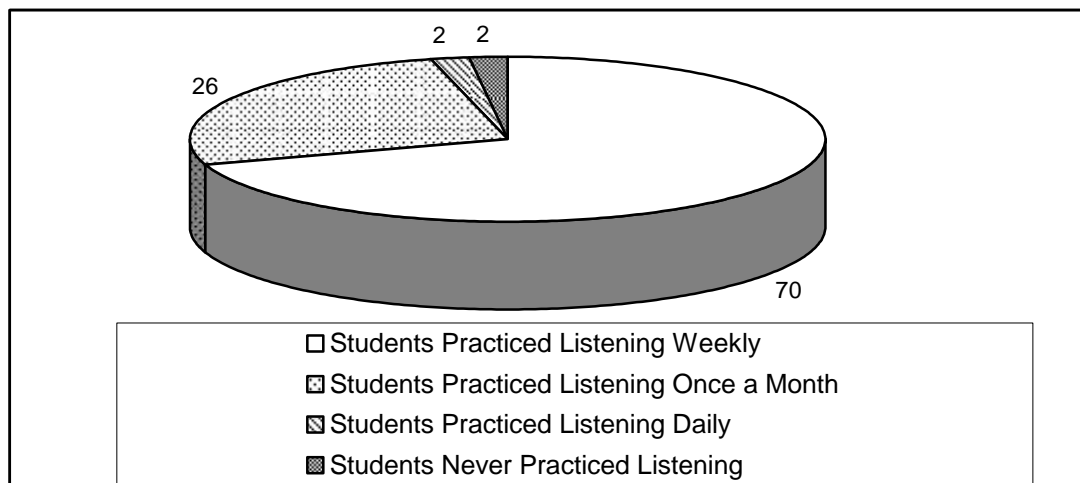
Figure 3 shows the improvement in listening skill of the students. Majority of students (82%) expressed that their listening skill had been improved due to listening text. Only 18 percent students expressed that their listening text didn't assist in any matter to develop their listening skill. This may be due to lack of practice, unavailability of materials and teacher's incompetence in handling listening practice in classroom.

Since majority of students expressed that their listening skill was developed by this course, no doubt the course proved to be highly important in improving their listening competence.

3.1.7 Frequency of Practicing Listing Skill in Classroom

Students listening capacity is only developed if they practice a lot. Thus, frequency of listening practice is the most important factor in developing listening skill. The researcher made a query to the students related to their classroom practice. The responses depict that majority of students practice listening skill once a week. The diagram below shows the percentage of students divided in terms of their practice in classroom.

Figure 4
Frequency of Practicing Listening Skill in Classroom



3.1.8 Nature of the Practical Exam

The researcher here presents the students view towards the nature of the practical exam. From the analysis of responses it was found that majority of students took the present listening exam really practical. This may be the result of nature of their practical exam that they had to take it on separate day in separate environment. The table below shows the percentage of students divided according to their views.

Table 3
Nature of the Practical Exam

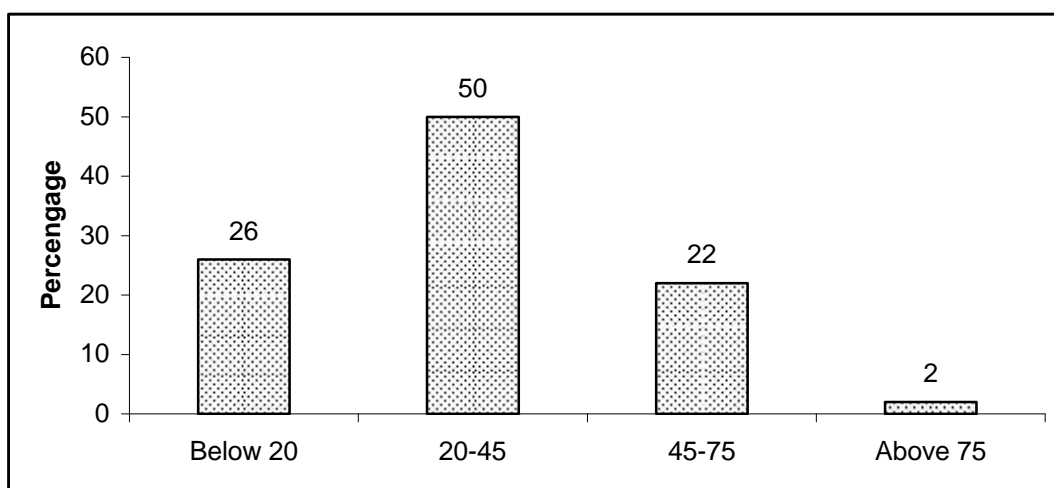
Responses	No. of Students	Percentage
Yes	42	84
No	8	16

From the table it is known that 84 percent students believed that present exam is really practical while the other 16 percent students didn't believe the practicality of present listening test.

3.1.9 Obtaining Meaning From Native Speakers' Speech

Listening Skill includes comprehension of someone's speech. Obtaining meaning from native speakers' speech is a vital objective of teaching listening. The researcher played a cassette of native speakers' speech and made a query regarding their ability to comprehend native speakers' speech. The responses showed that majority of students could obtain 20-45 percent meaning from the native speakers' speech.

Figure 5
Obtaining Meaning From Native Speakers' Speech

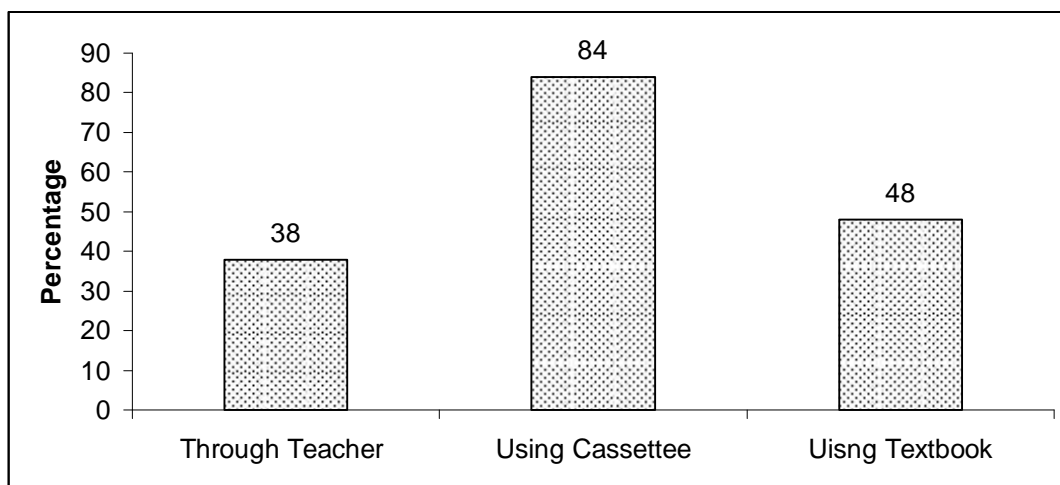


In the above figure it is shown that 26 percent students could attain meaning below 20 percent of native speakers' speech. Similarly 50 percent students could understand only 20-45 percent of native speakers' speech. This shows that there is lack of correlation between marks secured and students' capacity.

3.1.10 Way of Practicing Listening Skill

The researcher presents the percentage of students applying various ways of practicing listening Skill.

Figure 6
Way of Practicing Listening Skill



From the figure 6 it is found that most of the students (84%) practiced their listening skill using cassette. In the same way 38 percent students practiced through their teachers and 48 students used their textbook in practicing listening skill.

3.1.11 Preparation for the Listening Test

The researcher asked a question to the students about their preparation for listening text. It was found that large number of students did nothing to prepare for listening test. This reveals the fact that majority of students think that listening test needs no preparation as they can pass easily without any practice. The table below presents the percentage of students who apply different techniques for the preparation of listening text.

Table 4
Preparation for the Listening Test

Responses	Percentage
1. By memorizing listening texts of the book	14
2. By listening the cassette	34
3 By memorizing listening text and listening the cassette	2
4. No preparation	50

From the table it is clear that 50 percent students did nothing for exam preparation while 34 percent students listened the cassette. Similarly 14 percent students memorized listening texts of the book and the other 2 percent students listened the cassette as well as memorized listening text for the preparation of listening text.

3.1.12 Materials Used by Students to Improve Listening Skill

Table 5

Materials Used by Students to Improve Listening Skill

Materials	No. of Students	Percentage
1. Cassette	26	52
2. Books	25	50
3. Radio and T.V.	3	6
4. All of the above	13	26

Above table shows that the students used varied materials such as cassette, books, radio and T.V. Majority of students (52%) were found using cassette for developing listening skill. Books were also popular materials which were used by 50 percent students. Only 6 percent students were found using radio and T.V. for developing listening ability. Similarly, 26 percent students were found to use all materials using cassette, books, radio and T.V.

Summary

In this section, we have analyzed the responses of PCL first year students. The overall analysis shows that some of the students of remote area were tested listening skill without using cassette due to lack of physical facility (Such as electricity and tape recorder) and unavailability of well functioning cassette. The course, no doubt, proved to be important

because it helped the students to develop their listening skill to some extent.

Nature of the practical exam, according to them is practical because they had to face examiner directly at the time of exam.

Most of the students have crossed 75 percent in their practical exam but their ability to comprehend native speakers' speech is not more than 50 percent. It has raised doubt in fairness of practical exam.

Majority of students are found satisfied with their marks in practical exam though it is known that 50 percent students do nothing themselves for the preparation of listening test. This shows the dark side of Nepalese practical exam which assists students in securing marks rather than making them learn the language. Only 34 percent students listened cassette at home for the preparation of listening test but 14 percent students prepared themselves by memorizing the listening text of the book.

Students were found using various materials for improving listening skill such as cassette, books, radio and T.V.

3.2 Washback Effect on Teaching

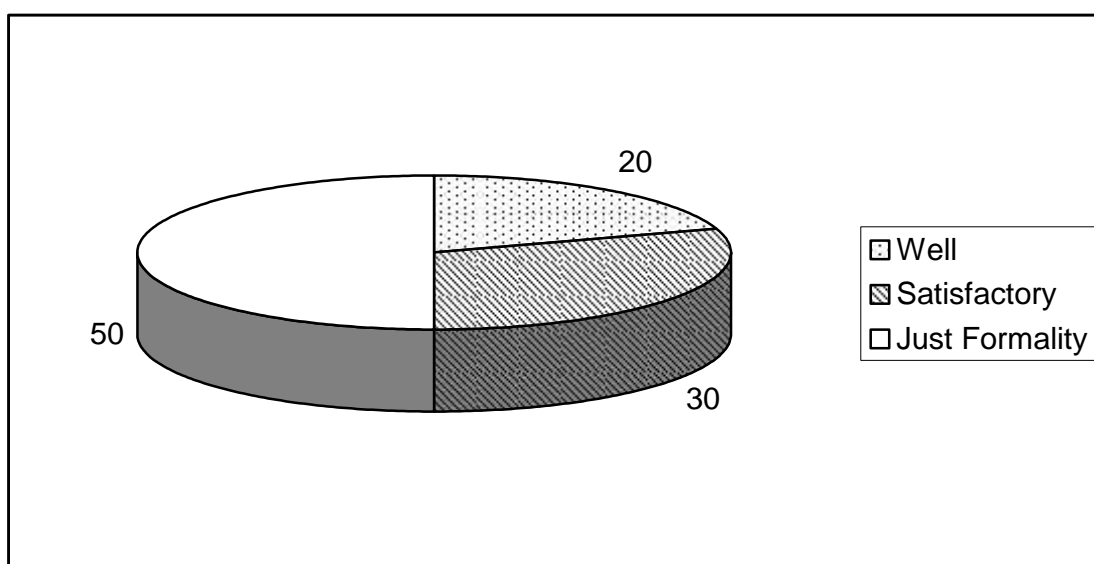
This section deals with the washback effect of listening test on teaching. It is done by analyzing the responses of secondary level English teachers. The researcher had prepared a set of questionnaire for collecting data. All the questions of the questionnaire were concerned with the effect of listening test on teaching activities of the teacher. The researcher selected 10 teachers randomly and collected data. The analysis of collected responses is done in various subsections.

3.2.1 Teachers' Perception Towards Present Listening Test

Present examination system has a provision of assessing listening skill of students. It has allocated 8 percent marks for listening test and 12 percent marks for speaking test. Students' listening skill is tested by using cassette. Regarding this system of testing listening the researcher asked a question to know the view of secondary level English teachers. The responses from the teachers are shown below in the pie diagram.

Figure 7

Teachers' Perception Towards Present Listening Test



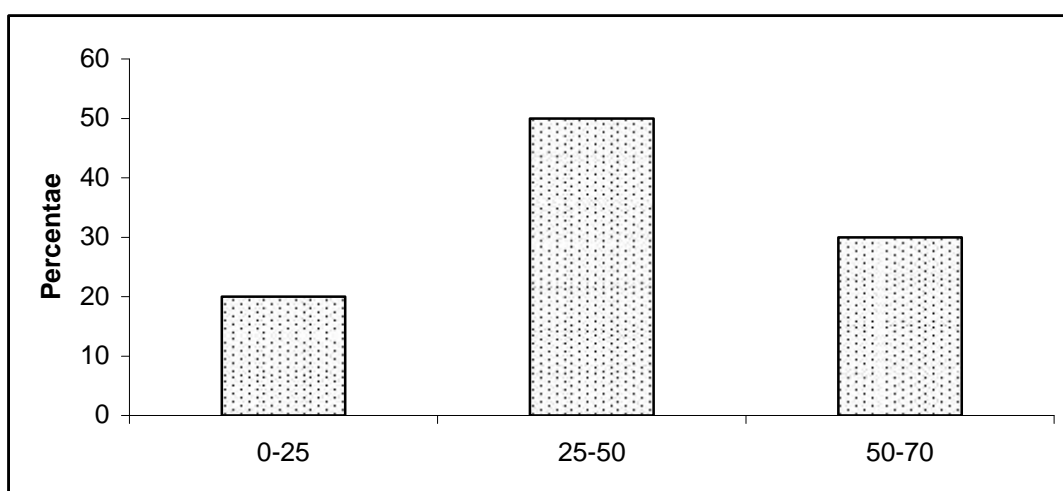
This figure shows that 50 percent teachers involved in teaching believe that listening test conducted by Examination Board is just formality. They are unsatisfied with the present examination system. Only 20 percent teachers opined that the present examination system is well. Similarly 30 percent teachers expressed that it is satisfactory. It reveals the fact that present listening test is not good enough.

3.2.2 Assessability of Listening Skill

In this part the researcher wanted to know to what extent the present listening test evaluates the listening skill of students. He asked a

question to the teachers teaching at secondary level. There were four options. The result shows that majority of teachers believed that it could assess below 50 percent of listening skill and no teacher believed that it could assess above 70 percent of students' listening skill.

Figure 8
Assessability of Listening Skill



It is obviously clear that 20 percent teachers believed that present listening test could assess 0-25 percent ability of students. Likewise, 50 percent teachers believed that it could assess 25-50 percent of students' listening skill. Other 30 percent teachers believed that it assessed 50-70 percent of students' listening skill. This proves the fact that present listening test can't assess the whole capacity of students so improvement in it is inevitable.

3.2.3 Frequency of Making the students Practice Listening Skill

It is concerned with the teachers making the students practice listening in the classroom. Practice is the only key which helps learners command over listening. The researcher made a query about listening practice in the classroom. The responses revealed that almost all teachers

make listening practice in their classroom once a week. The table below shows the frequency of listening practice in the classroom.

Table 6
Frequency of Students' Listening Practice

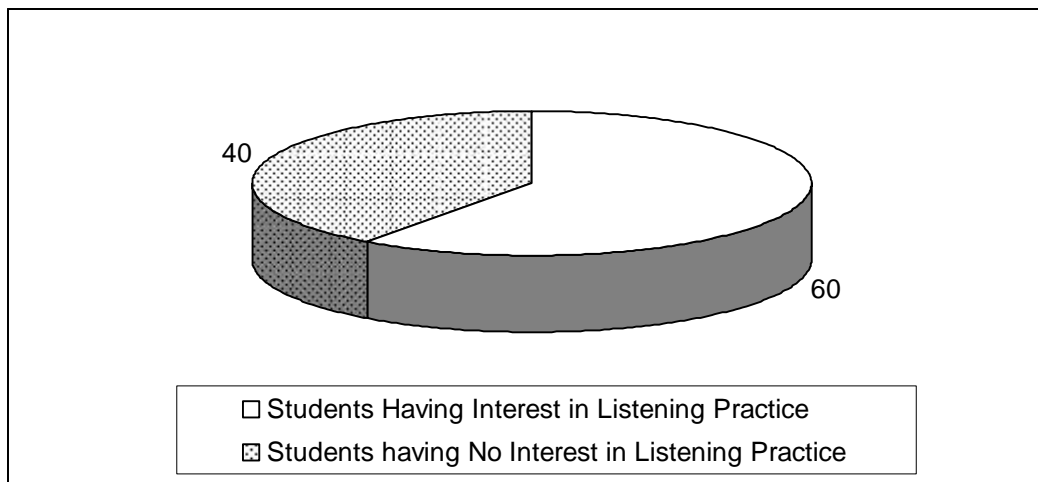
Responses	No. of Teachers	Percentage
Once a week	8	80
Daily	-	-
Twice a week	2	20
Once a month	-	-

This reflects that 80 percent teachers make listening practice once a week while only 20 percent teachers make their students practice listening twice a week. It is also found that no teachers make their students practice daily or monthly.

3.2.4 Students' Interest in Practicing Listening Skill

Here the researcher tried to know whether the students of secondary level are interested in listening practice or not. It is known that one of the hurdles for Nepalese students of government schools in passing SLC is created by English subject. Even if they invest lot of time, the result is always unsatisfactory. In this part the researcher made a query to secondary level English teachers of city area. The finding shows that majority of students are interested in practicing listening skill. This may be the result of students' willingness to get free from the same monotonous environment of classroom. The result of analysis is presented below.

Figure 9
Students' Interest in Practicing Listening Skill



It seems that 60 percent teachers believed that students were interested in practicing listening skill while 40 percent teachers believed that students weren't interested in practicing listening skill. The teachers who expressed that their students weren't really interested in listening practice gave different reasons. Some opined that it was because of students' hesitation and some said that it was due to examination system which needed no practice to pass the exam and didn't allow marks for students classroom practice.

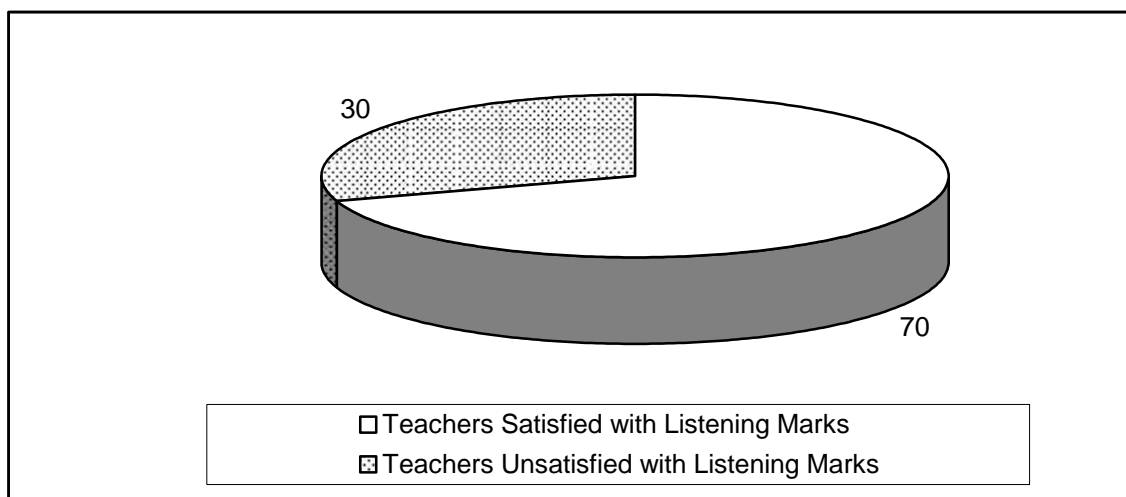
3.2.5 Satisfaction with the marks allocated to Listening Skill

Listening, speaking, reading and writing are the four primary skills of language. To have command over language a person must command over listening and speaking. Though these two skills are very essential in language development, they receive less importance in comparison to others skills. The present examination has allocated only 20 marks out of which listening carries 8 and speaking carries 12 marks. The researcher wanted to know the teachers' view on marks allocated to listening skill. The responses showed that overwhelming number of teachers were

dissatisfied with the marks given to listening test. The percentage of teachers' responses is presented in the following diagram.

Figure 10

Teachers' Satisfaction with the Marks Allocated to Listening Skill



It is clear that 70 percent teachers showed their dissatisfaction towards present marking system while 30 percent teachers were satisfied. This fact strongly proposes to change the present marking scheme and increase marks to listening skill.

3.2.6 Achievement of Goals Specified in the Curriculum

The present curriculum has specified certain goals and objectives of teaching listening. In this part the researcher tried to know the teachers' opinion towards the achievement of curricular goals by present examination system.

This analysis of their responses showed that 70 percent teachers believed that their students wouldn't be able to achieve the objectives mentioned in curriculum due to the weakness prevalent in present examination system. Only 30 percent teachers believed that their students would achieve the objectives.

3.2.7 Materials/Techniques Used to Make Listening Practice in the Class

The researcher made a query to the teacher about the materials and techniques they use to make listening practice in the classroom. The analysis of responses is presented in the table below.

Table 7

Materials/Techniques Used to Make Listening Practice in the Class

Materials/ Techniques	Daily		Once a week		Sometimes		Never	
	No	%	No	%	No	%	No	%
Cassette	-	-	8	80	2	20		
English News on Radio Nepal and BBC	-	-	1	10	5	50	4	40
T.V and VCR	-	-	-	-	2	20	8	80
Live Speech	-	-	-	-	9	90	1	10
Native Speakers	-	-	-	-	5	50	5	50

It was found that teachers used various materials and techniques to make listening practice in the classroom. Majority of teachers (80%) were found using cassette once a week. 20 percent teachers said that they used cassette some times. Similarly 50 teachers used English news on BBC, and Radio Nepal sometimes but 40 percent teachers never used it. Live speech was found very popular because 90 percent teachers applied this technique to make listening practice in the classroom. A very insignificant number of teachers used T.V. and VCD because 80 percent teacher said that they never used in the classroom. The analysis brought a very amazing result that 50 percent teachers were found using native

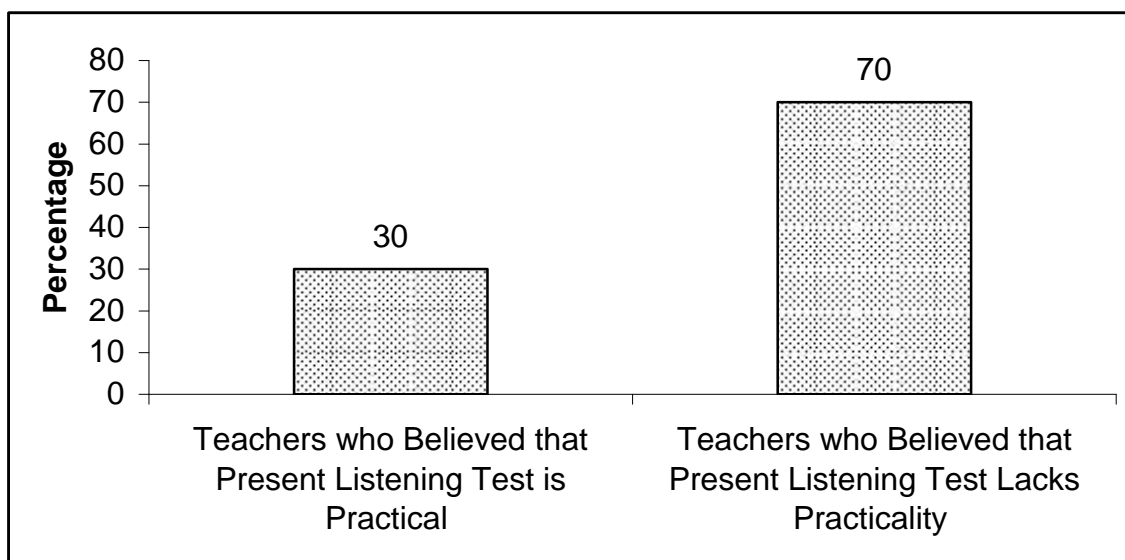
speakers sometimes. When the researcher asked them with surprise about the possibility they expressed that foreigners from Peace Cores and other different projects come to schools of city area.

It shows that teachers in city area have used different materials and techniques to make listening practice in the classroom.

3.2.8 Nature of Present Listening Test

In this part the researcher wanted to know the teachers' view towards present listening test. He asked a question to the teachers whether the present listening test was really practical or not. The result showed that most of the teachers don't believe in practicality of present listening test though it contains some features of practical exam. The figure below presents percentage of teachers divided in terms of their views.

Figure 11
Nature of Present Listening Test



It is clear that 70 percent teachers believed that present listening text lacked practicality while 30 percent teachers believed that it was practical enough.

3.2.9 Teaching Guided by Examination

Teaching and testing are interwoven to each-other. They are two sides of the same coin. One cannot function correctly in the absence of the other. Reforms in exams take reforms in teaching. Thus, teaching is always guided by examination. In Nepalese education system, it seems that exam-syllabuses take the place of teaching syllabuses and as a result, teachers and students aren't interested in anything apart from what they think will appear in the examination. In this section the researcher tried to know the extent to which teaching was guided by exam. He made a query with teachers. The finding showed that overwhelming number of teachers' teaching was guided to large extent by examination. The result of the analysis can be presented below in the table.

Table 8
Teaching Guided by Exam

S.N.	Responses	No. of Teachers	Percentage
1	0-25%	-	-
2	25-50%	1	10
3	50-70%	6	60
4	Above 70%	3	30

It reflects that 60 percent teachers believed that 50-70 percent of their teaching was guided by exam, while 30 percent teachers believed that above 70 percent of their teaching was guided by examination. From this it can be concluded that their exam oriented teaching can only be made beneficial if the examination represents the course objectives in such a way that whatever is done to help students pass the exam should contribute to achieve the course objectives.

3.2.10 Ways of Improving Present Listening Test

No test can be all in all in every aspect. All the examinations in the world have some kind of weaknesses in them Nepalese examination is also not far from criticism. Many times people have raised doubts on exam and criticized it for providing imperfect information about examinees. Even if it is quite impossible to make an exam flawless, the elements that are likely to have detrimental effect on teaching and learning can be reduced to large extent and the exam can be made to have positive effects on the learners. The researcher in this subsection attempted to collect teachers' suggestions to improve the present listening test and to make it more effective.

Some valuable suggestions provided by teachers are listed below:

- i. Present marking scheme should be changed and listening skill should receive more marks since it is one of the primary skills of language development.
- ii. Teachers should be effectively trained so that they can handle listening test properly.
- iii. Native speakers' real conversation should be used to test students' listening capacity.
- iv. Tools used for testing listening should be available in time and they should be well functioning.
- v. Exam should be conducted in a friendly environment.

Summary

In this section we have analyzed the responses of teachers regarding the effect of listening test on teaching. The overall analysis shows that most of the teachers aren't satisfied with the present examination system. They have opined that present examination system is

not practical enough and it is somehow incapable in assessing the students listening skill.

Most of the teachers are found making listening practice in the classroom once a week. They are found to have used various materials and techniques such as cassette, Radio, T.V., VCR and so on. Among them 80 percent teachers used cassette for listening practice.

In general students' interest in practicing listening is found high but some teachers have said that their students aren't internally interested for listening practice as they can pass exam without taking part in such activities.

Many teachers are found unsatisfied with the marks allocated to listening skill since it is one of the primary skills of language. Therefore, they suspect in achieving curricular goals by students.

Majority of teachers have expressed that their teaching to large extent is guided by exam. This strengthens the statement that reforms in exam should be done to bring reforms in Nepalese education system.

3.3 Analysis of the Content of Listening Test Papers

In this section the researcher analyzes the listening test used in SLC exam by Education Ministry from 2058 to 2062 in terms of content validity.

As the listening test can't be assessed in terms of content coverage, the researcher here attempts to analyze the listening test from 2058 to 2062 in terms of course objectives of listening skill. The question papers of listening test from 2058 to 2062 are given in appendix IV.

The present curriculum has set mainly four objectives of listening test; ability to make note or summary from what they have listened, follow or respond appropriately to the command or instruction given to them, show the understanding of any authentic listening text and retrieve specific information and understand the gist. The secondary curriculum has presented one listening text in each unit of both classes 9 and 10 to fulfill the above objectives.

The following listening texts are presented in classes 9 and 10.

Grade 9

Units

1	Radio Broadcast	Weather forecast
2	Conversation	Planning a day out
3	Conversation	Buying Things
4	Phone Conversation	An accident
5	TV programme	A recipe
6	Conversation	Finding your way at school
7	Conversation	Travels round Nepal
8	Conversation	Borrowing a video
9	Telephone Conversation	Apologizing for an Accident
10	Conversation	Helping a Tourist
11	Conversation	A new Radio
12	Talk	My village
13	A Talk	The Apollo II Mission
14	Interview	The Dangers of Smoking
15	Conversation	Where we live
16	Conversation	Work in Progress
17	TV Interview	Conversation in Nepal
18	Radio Interview	The RNA and Conversation
19	Conversation	Keeping Fit
20	Conversation	The Environment

Grade 10

Units

1	Conversation	Planning to Trap a criminal
2	Conversation	Exchanging information
3	Personal memories	Learning the English Language
4	personal Experience	Lost Child
5	Conversation	Remedies for Flu
Revision 1	Conversation	Computers
6	Conversation	Career
7	Conversation	Shopping
8	Conversation	Begging
9	Conversation	Safe Motherhood
Revision 2	Conversation	Most Important People
10	Conversation	Preferences
11	Conversation	Nature conservation
12	Conversation	Save the Trees
Revision 3	Conversation	Higher studies
13	Conversation	Party
14	Talk	Personal memory
15	interview	Women's Empowerment
Revision 4	Conversation	Examination

Analysis of the Listening Test 2058

Set A

The listening text of this set is descriptive in nature. It is about an event. The set consists of two types of questions. The first one is multiple choice type which carries 3 marks and the other is completion type which carries 5 marks. These questions fulfill three objectives as they need the learners to follow or respond appropriately to the command, understand,

authentic listening text and retrieve specific information. There is no question of note making or developing summary after listening the cassette so set A fails in including this skill as mentioned in course objectives.

Set B

The listening text of set B is descriptive. It contains two types of questions: (i) Multiple choice and (ii) true/false. The testees should understand the text and retrieve specific information to respond appropriately. Thus, set B fulfills the three objectives but the objective of making note or summary is ignored in it.

Set C

There is a conversational text in set c. It contains two types of questions: (i) Multiple choice and (ii) short-answer questions. The questions demand the testees' three skills i.e. to comprehend the listening text, ascertain specific information and respond the command appropriately. This set doesn't ask the testees to make note or summary after they listen the cassette. Hence, it can't fulfill the objective of note or summary making.

Set D

The nature of listening text in set D is conversational. It includes two types of questions (i) Multiple choice and (ii) short-answer questions. The first type of question carries 3 marks and the time expected to solve it is 3 minutes. Similarly the second type of question carries 5 marks and the time expected to solve is 5 minutes. The testees should comprehend the listening text and obtain specific information to respond the questions correctly. Thus, set D is capable in assessing the learners' three skills mentioned in course objectives. However, it fails to assess the learners' note making or summary developing ability.

Set E

The text of this set is conversational. It is an interview with a car driver. As in other sets, this set also includes two types of questions viz. True/false and completion type. This set can fulfill II, III and IV objectives of curriculum but it can't fulfill the first objective because it doesn't demand the learners to make note or summary after they listen the cassette.

Analysis of the Listening Test 2059

Set A

The listening text used in set A is a short comparison between Nepal and Finland. It includes two types of questions (i) true/false and (ii) completion types. The learners should comprehend the text and make note of specific information in order to respond the questions correctly. Therefore, this set of questions can be said to cover almost all objectives though it lacks summary developing capacity.

Set B

The text of this set is conversational. It contains two types of questions (i) true/false and (ii) matching. The questions used in this set can't assess the first skill mentioned in course objectives, i.e., to make note or summary. However, it fulfills other objectives.

Set C

The listening text of set C is about the biography of Mahatma Gandhi. It has two types of questions (i) true/false and (ii) completion type. The questions demand the learners to understand the text and retrieve specific information to respond appropriately. Set C of 2059 B.S. emphasizes on fulfilling 2nd, 3rd and 4th objectives of listening test.

From this it can be said that this test has somehow neglected the first objective of making note or summary.

Set D

The text of this set is a conversation between clerk and customer. Two kinds of questions are used here viz. (i) true/false and (ii) short - answer questions. They can assess mainly three skills of the learners' comprehension ability, obtaining specific message from the text and responding to the command or instruction. However, it fails to assess their note making or summary developing capacity which is one of the objectives of listening. Thus, we can say that set D ignores this skill.

Set E

The nature of listening text used in set E is conversational. It includes two types of questions (i) short - answer question and (ii) completion type. The learners should understand the text and gather specific information to respond the questions appropriately. Therefore, it fulfills these objectives but fails to include the first objective of making note or summary.

Analysis of the Listening Test 2060

Set A

The listening text of set A is conversational. It contains two types of questions (i) completion type and (ii) short answer question. The questions assess the learners' ability to comprehend the authentic listening text, ascertain specific information and make note and respond the command. Thus, it can be said that set A of listening test 2060 represents almost all objectives of listening text even though it lacks the ability of developing summary.

Set B

The nature of listening test used in set B is conversational. Two types of questions are used in this set (i) Multiple choice and (ii) True/False. The learners need to understand the listening text and obtain some specific information to respond the questions correctly. Hence, set B fulfills these objectives of the course but it ignores the first objective of making note or summary.

Set C

The nature of the listening text is conversation. Two types of questions are used. The first one is true/false type and the second one is completion type. The first objective of listening text can't be met by these questions but the other objectives such as comprehending the listening text, retrieving specific information and responding the command appropriately are clearly met.

Set D

The listening text used in set D is descriptive. It includes two types of questions (i) Multiple choice and (ii) completion type. The questions used in this set have represented three objectives of the course viz. the ability to understand the text, retrieve specific information and respond the command or instruction but the objective of making note or summary isn't represented.

Set E

The listening text of set E is about some great scientists and their inventions. There are two types of questions used in it. The first one is multiple choice and the second one is short answer questions. These questions can successfully assess the learners ability to comprehend the text and respond appropriately by obtaining specific information from it

but can't assess the ability of making note or developing summary which is the first objective of listening. Therefore, the set E fails in achieving this objective.

Analysis of the Listening Test 2061

Set A

The nature of listening text used in set A is conversational. The set includes two types of questions (i) multiple choice and (ii) completion type. These questions mainly represent the three objectives of curriculum viz. the ability to understand the text, retrieve specific information and respond the command or instruction but the objective of making summary isn't represented.

Set B

The listening text of this set is a conversation between two friends about their plan to go to the cinema. It contains two types of questions (i) true/false and (ii) completion type. The learners should comprehend the listening text and obtain specific information to respond the questions correctly. Thus, they help in achieving II, III and IV objectives of curriculum but ignores the first objective of developing the ability to make note or summary.

Set C

The listening text of this set is a description of popular T.V. programme. Two types of questions are used in it viz. true/false and completion type. The questions demand the learners to comprehend the text, retrieve specific information and respond correctly which are the 2nd, 3rd and 4th objectives of the curriculum. Thus, the set represents three objectives but lacks the first objective of making note or summary.

Set D

The listening text used in set D is a letter to friend. There are two types of questions used to assess the learners' listening skill. The first one is true/false and the other is multiple choice. These questions can't represent the first objective as there is no question of making note or summary. But they represent the other objectives since the testees should comprehend the text and ascertain specific information to respond the questions correctly.

Set E

The listening text of set E is a conversation between two friends about their plan to go to picnic. The set includes two types of questions. (i) multiple choice and (ii) completion type. These questions mainly assess the learners' ability to comprehend the text, obtain specific information and respond the command appropriately, which are the II, III and IV objectives of curriculum. But the set E also fails in assessing the ability to make note or summary which is the first objective of listening as mentioned in curriculum.

Analysis of the Listening Test 2062

Set A

The listening text of this set is a conversation between two friends. It is about their plan after the exam. Two types of questions are used i) Short answer questions and ii) Multiple choice. The learners need to comprehend the text, obtain specific information and make notes of them to respond the questions correctly. Thus, this set represents all the objectives of listening skill of secondary curriculum.

Set B

The listening text used in set B is about news summary. It contains two types of questions (i) completion type and (ii) short answer questions.

The first one carries 4 marks and the second carries 4 marks. The learners should comprehend the listening text and note down the specific information to respond the questions correctly. Hence, the set represents almost all objectives of listening skill though it lacks summary making skill.

Set C

The nature of listening text used in set C is descriptive. It is about a holy procession of Newar people. It includes two types of questions multiple choice and true/false. These questions demand the learners to understand the text and retrieve specific information to respond correctly. Thus, the set includes II, II and IV objectives of curriculum but ignores the first objective of developing the ability to make note or summary.

Set D

The listening text of this set is description about Newar people. It includes two types of questions viz. true/false and completion type These questions can meet the II, III and IV objectives of curriculum since the learners need to comprehend the listening text, ascertain specific information and respond appropriately. However, it fails to meet the first objective of making summary or note.

Set E

The listening text used in Set E is conversational. Two types of questions are used in this set viz. true /false and completion type. The questions used in this set demand the learners to understand the text, retrieve specific information and respond correctly which are the 2nd, 3rd, and 4th objectives of curriculum. Thus the set E represents three objectives but lacks the first objective i.e. summary or note making skill.

Summary

In this section the researcher analyzed the question papers of listening test from 2058 B.S. to 2062 B.S. in terms of content validity. The overall analysis showed that both types of listening texts (conversational and descriptive) are used to assess the learners' listening skill. The nature of questions is also different. Multiple choice, true /false and completion type of questions are found to be used widely during the exams of different years. Most of the exam sets have represented almost three objectives but the first objective of developing ability to make note or summary is quite ignored in them.

CHAPTER IV

FINDINGS AND RECOMMENDATIONS

4.1 Findings

1. Present listening test didn't have positive washback effects at all. 50 percent students said that no preparation was necessary for them to get good marks in listening test. They took it as their pocket marks which they were sure to get. It couldn't encourage the students to practice actively in the classroom because it allocated no marks for classroom practice. Both the students and the teachers were found using listening practice only as a fresh maker from the monotonous environment of classroom but not for getting good exposure of language. Even the listening test for final exam couldn't represent all the objectives of curriculum.
2. Even if the nature of text and question types were different, almost all the listening tests were unable to represent the first objective of developing ability to make note or summary. Hence, the present listening tests as a whole lacked content validity.
3. Listening test was found to be taken as a marks securing tool. Almost all students secured above 75 percent in practical test even if they had no preparation at all for the listening test. They got high marks without preparation so they were fully satisfied with it. This reveals a fact that both teaching and learning are inclined towards marks securing but not language learning.
4. There was no correlation between marks obtained and students performance. Students' mean score in listening test was 77.5 percent but their ability to comprehend native speakers' speech was below 50 percent.

5. Present examination system of listening test was found to have very low assessability. 70 percent teachers believed that it could assess below 50 percent of students' listening skill while 30 percent teachers opined that it could assess 50-70 percent of students' listening skill.
6. Marks allocated to listening skill was found insufficient. Listening skill is one of the primary skills of language development but only 8 marks are allocated to it which is very low. 70 percent teachers said that they were unsatisfied with this division.
7. Students of different districts were found to have used various materials such as cassette, books, radio and T.V in classroom to practice listening skill. Only 26 percent students used all these materials in their classroom.
8. Different types of objective questions such as multiple choice, completion, true/false and short-answer questions were used in listening test.
9. Both conversational and descriptive types of texts on various subjects were used in listening tests to evaluate the students' listening skill.
10. Present listening test was found to be ineffective. Only 30 percent teachers were satisfied with the present system of testing listening but 50 percent teachers expressed that it was just a formality.

4.2 Recommendations

Listening text of secondary curriculum plays a significant role in giving language exposure. However, the present examination gives less emphasis on listening skill. On the basis of the findings above, the following recommendations are made:

1. Since listening is one of the primary skills of language development, it should receive at least 25 percent marks.
2. Authentic speech of native speakers should be used as listening test material.
3. Teachers should be well trained to handle listening practice as well as listening test properly.
4. Certain marks should be allocated to classroom practice of the students so that all the students participate actively in listening practice.
5. Listening test materials such as cassette and cassette player should be well functioning and made available at exam centers in time.
6. All the schools of the remote area should have good access to use various listening practice materials such as language books, cassettes, films, etc. and the government should encourage all the schools to establish one language laboratory.
7. Listening test should have content validity. It should represent all the objectives of listening skill as mentioned in curriculum. Therefore, listening test should be prepared on the basis of curricular objectives.
8. One's listening skill can't be tested within eight minutes. So, the content of listening test and time allotted to it should be increased.
9. Teaching, learning and testing should be geared towards commanding over language rather than marks securing to have positive washback.
10. Listening test shouldn't be taken as formality. It should be rather used as the best tool to assess the actual listening capacity of the students.

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Appendix A

List of Sampled Schools and their Districts

Districts	SN.	Name of School
Dolakha	1.	Satyeswor Secondary School
	2.	Tribhuvan Higher Secondary School
	3.	Janayati Secondary School
	4.	Kalika Secondary School
Dhading	5.	Minduwa Secondary School
	6.	Mahalaxmi Secondary School
	7.	Sundry Secondary School
	8.	Bhairar Secondary School
	9.	Mahadevsthan Secondary School
	10.	Satyawoti Secondary School
	11.	Kiranchok Karkidada Secondary School
Gorkha	12.	Mahendra Lila Secondary School
	13.	Laxmi Secondary School
	14.	Gyan Jyoti Secondary School
	15.	Gyan Marg Secondary School
	16.	Himalayan Secondary School
	17.	Bhairawashram Secondary School
Argakhachi	18.	Shrivadha Secondary School
	19.	Sudha Secondary School
	20.	Janakalyan Secondary School
	21.	Uday Secondary School
Chitwan	22.	Bhimsen Secondary School
Makwanpur	23.	Gyanda Secondary School
Solukhumbu	24.	Cheskan Secondary School
Sarlahi	25.	Tej Narayan Secondary School
Ramechhap	26.	Himayan Secondary School
Sankhuwasabha	27.	Sagarmatha Secondary School
Okhaldhunga	28.	Ganesh Secondary School
Kathamndu	29.	Gyanodaya Secondary School
Lamjung	30.	Gyanodaya Secondary School
Rupandehi	31.	Shivapur Secondary School
	32.	Shanti Namuna Secondary School
Pyuthan	33.	Chidabang Secondary School
Kapilvastu	34.	Purna Keshar Secondary School

APPENDIX B

Listening Test 2058

Set A

1. Listen to the tape and tick the correct answer: (You have 3 minutes to do it).
 - a. The meeting of the speaker was
 - i. in the job place
 - ii. at a party
 - iii. nowhere
 - b. The speaker went to the party because
 - i. of the job
 - ii. he was invited
 - iii. his girl friend was there
 - c. The speaker was
 - i. happy
 - ii. enjoying
 - iii. boring
2. Listen to the tape again and fill in the gaps with suitable words. (you have 5 minutes to do it)
 - a. The speaker didn't really know
 - b. It was a boring
 - c. Everybody was just in a small group.
 - d. The speaker was really bored.
 - e. The speaker went across and started

Listen to the tape again and check your answer (you have one minute to check your answer)

Set B

1. Listen to the tape and tick the best answer: (you have 3 minutes to do it.)
 - a. The speaker's main problem is
 - i. Her mother's age,
 - ii. Her mother's illness.
 - iii. Her own job
 - b. She is a
 - i. Designer
 - ii. Secretary
 - iii. Nurse
 - c. She doesn't like to go and live with the daughter because
 - i. She doesn't like her daughter.
 - ii. The climate isn't suitable for her.
 - iii. She (mother) will have to take a drastic drop in salary.

2. Listen to the tape again and write 'T' for true statement and 'F' for the false (you have 5 minutes to do it)
 - a. Speaker and her mother have been living together.
 - b. There are three members in the family - father, mother and the speaker herself.
 - c. A designer can earn money than a secretary.
 - d. The climate in the country is warm.
 - e. The speaker lives in a village.

Listen to the tape again and check your answer. (you have one minute to check your answer.)

Set C

1. Listen to the tap and tick the best answer: (you have 3 minutes to do it.)
 - a. The women is talking from
 - i. a nursery ii. a hospital iii. a school
 - b. They are going to meet at
 - i. quarter to five ii. quarter past five iii. quarter to four
 - c. Has the man been there before ?
 - i. Yes ii. no iii. he isn't sure

2. Listen to the tape again and answer the following questions: (You have 5 minutes to do it)
 - a. What's the name of the place the women is talking from ?
 - b. What's the name of the man ?
 - c. What does he want ?
 - d. What's the name of the doctor ?
 - e. When does the doctor see his patient ?

Listen to the tap again and check your answer. (You have one minute to check your answers)

Set D

1. Listen to the tape and tick the best answer : (you have 3 minus to do it.)
 - a. Three people are talking
 - i. in a restaurant ii. at home iii. in a shop
 - b. They are talking about
 - i. clothes ii. food iii. jobs
 - c. How much to man pays

- i. 400 rupees ii. 300 rupees iii. 250 rupees

2. Listen to the tape again and answer the following questions: (you have 5 minutes to do it.)
- a. What's the man looking for ?
 - b. What's the woman doing there ?
 - c. What do teenagers like ?
 - d. Why does the man take the first one ?
 - e. Where does he pay his bill ?

Listen to the tape again and check your answer. (You have one minute to check your answer)

Set E

1. Listen to the tape and write 'T' for true and 'F' for false statement: (you have 3 minutes to do it.)
- a. Read traffic light is to stop the vehicles. ()
 - b. We should never watch the policeman while driving. ()
 - c. When we see the green light, we should hold our hands up. ()
2. Listen to the tape again and fill up the gaps: (You have 5 minutes to do it.)
- a. We should always follow the rules while driving.
 - b. When the policeman holds his hand up, the driver should
 - c. light means to start again.
 - d. One should watch the traffic lights and the while driving.
 - e. We should not start when the red light is

Listen to the tape again and check your answer. (You have one minute to check your answer.)

Listening Test 2059

Set A

1. Listen to the tape and write 'T' for true and 'F' for false statements: (You have 3 minutes to do it)
- a. Finland is the capital of Helsinki.
 - b. Both Nepal and Finland have equal members in parliament.
 - c. The population of Nepal is greater than that of Finland.

2. Listen to the tape again and fill in the table with correct information:
(You have 5 minutes to do it.)

	Nepal	Finland
Population
Area	147181 sq. km.
National Day

Listen to the tape again and check your answer. (You have one minute to check your answer)

Set B

1. Listen to the tape and write 'T' for true and 'F' for false statements: (you have 3 minutes to do it)
 - a. Both friends went to the restaurant in the morning.
 - b. Mohan ordered for an omelette in the end.
 - c. Susane ordered for omelette with onions.

2. Listen to the tape again and write 'P' for 'preferred order' and 'F' for final order of Mohan and Susane in the boxes below their name : (You have 5 minutes to do it)

Orders	Mohan	Susane
Boiled egg		
Boiled egg and bread		
Omelette		
Coke		
Fanta		

Listen to the tape again and check your answer. (You have one minute to check your answer).

Set C

1. Listen to the tape and write 'T' for true and 'F' for false statements (You have 3 minutes to do it.)
 - a. Gandhi brought independence to his country through violence.
 - b. His father's name was Dewan.
 - c. He was deeply shocked by the coloured people.

2. Listen to the tape again and fill up the gaps: (You have 5 minutes to do it).
 - a. Gandhi's full name was
 - b. He went to England after passing
 - c. He spends year's time in South Africa.
 - d. He studied law in
 - e. One of his weapons in the war was

Listen to the tape again and check your answer. (You have one minute to check your answer).

Set D

1. Listen to the tape and write 'T' for true and 'F' for false statements: (you have 3 minutes to do it.)
 - a. The customer wants to change travellers cheque.
 - b. The customer wants to change two fifty dollars.
 - c. The exchange rate for \$ 100 is 60.98.
 - d. The date is thirteen.

2. Listen to the tape again and answer the following questions in few words: (You have 5 minutes to do it.)
 - a. Where are they speaking
 - b. What kinds of identification has the clerk got ?
 - c. Which one does the clerk see ?
 - d. What's the exchange rate of the day ?

Listen to the tape again and check your answer. (You have one minute to check your answer).

Set E

1. Listen to the tape and give short answers: (you have 5 minutes to do it.)
 - a. Who is good in Mathematics ?
 - b. Who has own business ?
 - c. How can a doctor serve the humanity ?

2. Listen to the tape again and fill in the table with correct information: (You have 5 minutes to do it.)

Orders	Mohan	Susane
Manju	(i)	(ii)

(iii)	Science	(iv)
Doctor	(v)	Serve the nation

Listen to the tape again and check your answer. (you have one minute to check your answer)

Listening Test 2060

Set A

1. Listen to the tape and complete the form about the boy : 3 (You have 3 minutes to do it) .
 - a. Last name
 - b. First name
 - c. Address :

2. Listen to the tape again and write short answers: (you have 5 minutes to do it.)
 - a. What kind of membership does the boy want ?
 - b. How much is it for life membership ?
 - c. What is his date of birth ?
 - d. How old is the boy now ?
 - e. What is his telephone number ?

Set B

1. Listen to the tape and tick the correct answer in the box: 3 (you have 3 minutes to do it) .
 - a. Charles is writing his novel.
 - i. first ()
 - ii. Second ()
 - iii. third ()
 - b. He has written pages.
 - i. One ()
 - ii. two ()
 - iii. next ()

2. Listen to the tape again and write 'T' for true and 'F' for the false statements:
 - a. The caller (first speaker) has seen Charles all day.
 - b. Charles had written a good title.
 - c. He has collected a list of characters.
 - d. He has completed designing the front cover.
 - e. The caller (first speaker) asked questions for four times.

Set C

1. Listen to the tape and tick the best answer in the box: (you have 3 minutes to do it).
 - a. The two people taking are
 - i. a brother and a sister
 - ii. a father and a daughter
 - iii. Friends
 - b. The lady has
 - i. no child
 - ii. only one child
 - iii. more than one child
 - c. The lady works at
 - i. a bank
 - ii. a travel agency
 - iii. a restaurant
2. Listen to the tape again and fill in the gaps with suitable words; (you have 5 minutes to do it.)
 - a. The names of the people talking are
 - b. The lady used to work at
 - c. She worked at the previous office only for months.
 - d. They have not seen to each other for
 - e. Schooling has been started by

Set D

1. Listen to the tape and tick the best answer in the box: (you have 3 minutes to do it).
 - a. The incident happened while the speaker was
 - i. walking along the park ()
 - ii. standing at the entrance ()
 - iii. crossing the road ()
 - b. The old man earned money because of
 - i. his skills ()
 - ii. the monkey's trick ()
 - iii. people's kindness ()
 - c. The hat was on
 - i. the man's head ()
 - ii. the monkey's head ()
 - iii. the ground ()
2. Listen to the tape again and fill in gaps with suitable words.
 - a. People were gathering there to ()
 - b. The speaker's attention was drawn by ()
 - c. The monkey's performance was ()
 - d. Many of the coins were of ()

- e. The speakers thought, the man could make money ()

Set E

1. Listen to the tape and write 'T' for true and 'F' for false statements (You have 3 minutes to do it.)
 - a. Television was invented by John Baird.
 - b. Selling fruits was the first job of Wright Brothers.
 - c. Alva Edison was foolish in his school.
2. Listen to the tape again and write short answer: (you have 5 minutes to do it.)
 - a. What was the purpose of electrically heated socks ?
 - b. When was the first aircraft made ?
 - c. How many inventors are mentioned in the text
 - d. Who manufactured cycles ?
 - e. What did Alva Edison do in his early days ?

Listening Test 2061

Set A

1. Listen to the tape and tick the best answer in the box (you have 3 minutes to do it.)
 - a. The boy was chased by
 - i. a dog ()
 - ii. a bull ()
 - iii. buffalo ()
 - b. The event took place at least weeks ago.
 - i. one ()
 - ii. two ()
 - iii. three four ()
 - c. The boy
 - i. ran along the path ()
 - ii. Fought with the bull ()
 - iii. Jumped over the fence ()
2. Listen to the tape again and fill in the gaps with suitable words (you have 5 minutes to do it)
 - a. The girls asked the boy if he had been
 - b. There were bullocks in the
 - c. The bullocks started bucking and chasing him.
 - d. The girl said she would with them.
 - e. The boy hasn't chased by yet.

Set B

1. Listen to the tape and write 'T' for true and 'F' for false statements. (You have 3 minutes to do it):
 - a. They're planning for Saturday ()
 - b. The girl has already seen the film. ()
 - c. If preeti doesn't come, the programme will be cancelled ()
2. Listen to the tape again and fill in the gaps below. (You have 5 minutes to do it).
 - a. The title of the film is
 - b. The place, where the three friends are meeting at, is
 - c. The film starts at
 - d. The boy asks the girl to go to the cinema because
 - e. The names of the three friends are

Set C

1. Listen to the tape and write 'T' for true and 'F' for false statements. (You have 3 minutes to do it).
 - a. The programme is presented everyday.
 - b. The show is based on real life incidents.
 - c. It is the popular programme of this T.V. channel.
2. Listen to the tape again and fill in the gaps with suitable words. (You have 5 minutes to do it).
 - a. The characters make the programme very interesting by playing
 - b. The duration of the programme is
 - c. The director of the programme is
 - d. The title of the show is called
 - e. The programme aware the people about

Set D

1. Listen to the tape and tick the best answer (you have 3 minutes to do it).
 - a. Paul helps on the farm every weekend.
 - b. Paul's school begins in the autumn.
 - c. Jim and Paul are good friends.

2. Listen to the tape and tick the best answer in the box: (you have 5 minutes to do it).
 - a. Paul goes to language school by :
car () bus () train ()
 - b. He has a plan to spend the winter vacation at the
house () lodge () farm ()
 - c. He has improved his : English much better than before ()
language () Pronunciation ()
 - d. There is sufficient :
space to live at the farm () spot () room ()
 - e. he has : British () Indian () English friends ()

Set E

1. Listen to the tape and tick the best answer in the box (you have 3 minutes to do it.)
 - a. Kanchan is doing nothing (usual/special/normal)
 - b. Altogether boys are going on the picnic. (Fourteen/fifteen/ five)
 - c. Kanchan asks also about the (amount to be spent/bus to be taken/food to be carried)
2. Listen to the tape again and fill up the gaps with correct words. (you have 5 minutes to do it).
 - a. The place they have chosen for the picnic is
 - b. Each boy going on the picnic is spending

Listening Test 2062

Set A

1. Listen to the tape mention the three things Binod is going to do after the exam.
 - a. _____
 - b. _____
 - c. _____
2. Listen again answer these questions in short.
 - a. How will Binod spend his first week after the exam ?
 - b. How prepared is Basu for the exam ?
 - c. What is Binod worried about ?

- d. What are the two things Basu is going to do after the exam ?
i. _____ ii. _____

Set B

1. Fill up the blanks with their facts: (you've 4 minutes to do it)
- The time of the news summary is
 - The number of people dead is
 - The number of people carried by van is
 - The age of the murdered one is
2. Listen to the tape again and answer the following questions in a few words: (you've 4 minutes to do it)
- Why has there been a serious accident ?
Ans. _____
 - What have trade union leaders agreed to end ?
Ans. _____
 - When will buses not run ?
Ans. _____
 - Who was beaten to death ?
Ans. _____

Listen to the tape again and check your answer (you've 1 minute for it)

Set C

1. Listen to the tape and tick the best answer (you have 3 minutes to do it)
- Mr. Kaji Lal Maharjan is _____ years old.
i. 7 ii. 17 iii. 70
 - The procession was _____ kilometers long.
i. 16 ii. 24 iii. 60
 - During the procession (Yatra) devotees were allowed to rest at _____ places.
i. two ii. twelve iii. twenty
2. Listen to the tape again and write 'T' for true and 'F' for false statements. (you have 5 minutes to do it)
- Mr. Maharjan lives at Kirtipur word No. 7 ()

- b. He was sure that he would complete the yatra in the given time ()
 - c. Devotees should not have to rest even to eat and drink ()
 - d. Devotees were sure that they would get free from sins for seven junis ()
 - e. The duration of the Yatra is 24 hours. ()
- Listen to the tape again and check your answers. (you have no minute to check your answer)

Set D

- 1. Listen to the tape and write 'T' for true statements and 'F' for false ones. (You have 3 minutes to do it).
 - a. Kathmandu is the native place of Newar people. ()
 - b. Newar's are divided into three different regions. ()
 - c. Nawari feast contains very limited food items. ()
- 2. Listen to the tape again and fill in the gaps with suitable words. (You have 5 minutes time to do it).
 - a. Newars scattered into different places due to
 - b. The population of the Newar is
 - c. are the two casts of Newar people.
 - d. The two festivals the Newar people celebrate are
 - e. Newar people are found in district headquarters of

Listen to the tape again and check your answers. (You have one minute to check your answers).

Set E

- 1. Listen to the tape and write 'T' for true statements and 'F' for false ones (you have 3 minutes to do it).
 - a. Time is taking some fried chickens. ()
 - b. The jokes will be delicious. ()
 - c. Paul asked his mother to join the programme. ()
- 2. Listen to the tape again and fill in the gaps with suitable words. (You have 5 minutes to do it).
 - a. Paul with his friend is going to
 - b. The names of his friends are

- c. Jane is talking
- d. The book that Poul is taking is of
- e. Laughing makes them

Listen to the tape again and check your answers. (You have one minute to check your answer.)

Listening Text 2058

Set A

Well, we met at a party in London I'd just moved to London because of my job. I didn't really know anybody. One of the people at work had invited me to his party and so there I was. But it was one of those boring parties, because everybody was just sitting in small groups talking to people they knew already. I was feeling really bored with the whole thing. And then I noticed this rather attractive girl sitting at the edge of one of the groups. She was looking bored too, just about as bored as I was. And we started, um, we started looking at each other, and then I went across and we started talking.

Set B

My problem is with my mother, who is now well over 70 and a widow and becoming very unwell, and she really needs my help. But where she lives, in the country, there's no work available for me. I'm designer-and she can't come and live with me because she says she doesn't like climate because it's too bad for her rheumatism, which is actually true-its very cold here. And if I go and work there as something else where she lives, perhaps as a secretary, it means we have to take a drastic drop in salary.

Set C

- Receptionist : Good morning, Radha Nursing Home. Hold the line please. (Music) how can I help you ?
- Santosh : I wonder If I can make a doctor's appointment sometime tomorrow ?
- Receptionist : Yes, certainly. With Dr. Shrestha ?
- Santosh : Yes, Please.
- Receptionist : When would you like the appointment ?
- Santosh : What about tomorrow morning ? Would that be all right ?

Receptionist : I'm afraid not. Doctor Shrestha comes only in the evening- from four o'clock.

Santosh : Four o'clock ... Okay, well, could we make it for quarter to five, please.

Receptionist : Sure, what's the name please ?

Santosh : The name is Santosh, S-A-N-T-O-S-H.

Receptionist : Right, we will see you at quarter to five.

Santosh : Um, I haven't been there before.

Receptionist : That's no problem, I'll take all your details when you come here.

Santosh : Thanks.

Receptionist : You're welcome.

Note : Receptionist is a woman.

Set D

Woman : Can I help you, Sir ? Is there anything in particular that you're looking for ?

Man : No thank you, I'm just looking.

Woman : OK, take your time. If you need help, let me know.
(After sometimes)

Man : Excuse me ?

Woman : Yes, sir. How can I help you ?

Man : I am looking for a sweater for my daughter. I ... I can't make up my mind. They are so many of them.

Woman : Well, how old is she ?

Man : She is 14 but quite tall for her age.

Woman : Right, take this one. It's a free size and is very warm.

Man : How much ?

Woman : Only four hundred rupees.

Man : Is't that bit expensive ?

Woman : Than take this one-only three hundred rupees. It's also free size and the jazzy colour which teenagers love to wear.

Man : Um ... Will two hundred and fifty rupees do ?

Woman : I'll pack it. pay on the counter. Please.

Man : Thanks.

Set E

- A : What will you do when you see a red traffic light ?
- B : I'll stop the car when I see the red light. then when I see the green light, I'll start again.
- A : When you see a policeman, what will you do ?
- B : I 'll watch him. When he holds his hand up, I'll stop.
- A : That's right. When you are driving a car, always watch the traffic light and the policemen.

Listening Text 2059**Set A**

The capital of Finland is Helsinki. Finland has one house of parliament which has 200 members. Sixth of December is the national day of Finland. The area of Finland is 338000 square kilometers and its population is 5.1 million.

The population of Nepal is 22.6 million. She has 205 members in the Lower House of parliament. The area covered by Nepal is 147,171 square kilometers. The national day of Nepal is 28th of December.

Set B

- R : good afternoon, sir.
- Both : Good afternoon.
- R : Have you decided what to order, sir ?
- Mohan : Yes, I'm going to have egg variety.
- R : How would you like it, sir ?
- Mohan : Eh .. I think I'll have it boiled.
- Susane : and I would like the variety, but half boiled, um ... two slices of bread.
- R : Sorry, madam, the bread's off.
- Susane : Oh! um ... that case I'll have um ... and omelette.
- R : With onions ?
- Susane : Oh ! I'll also go for omelette.
- R : Any drinks, sir ?
- Mohan : Coke, please.
- Susane : Fanta, please.
- R : Thank you.

Set C

In the twentieth century Mahatma Gandhi had been one of the greatest leaders of the world. He brought independence to his country. His weapons in this war were unique, namely: truth and non-violence. Mohan Das Karam Chand Gandhi was born on second October, 1869 in Gujarat. His father was Dewan. After passing his matriculation in 1887, he went to England to study law. In 1893 he went to South Africa. There he was appalled by apathetic conditions of coloured people and Africa. There he was appalled by apathetic conditions of coloured people and discriminating against the Indians and South Africans. He fought for their rights. After winning the battle in South Africa, he returned to India in 1916.

Set D

- Clerk : Good afternoon, Sir. Can I help you ?
- Customer : Yes, I hope so. Eh ... can I change travellers cheques here ?
- Clerk : Certainly, could I have some means of identification ?
- Customer : Oh ! well, I have got a driver's licence and a pass port.
- Clerk : Oh ! A passport will be fine.
- Customer : Eh, here you go.
- Clerk : How many cheques would you like to change ?
- Customer : Eh, two of the fifty dollars one's, what's the exchange rate ?
- Clerk : It's dollar 64 to the pound. For 100 dollars that will be 60:98 pounds.
- Customer : Fine. What's the date today ?
- Clerk : Eh. 31st of August.
- Customer : 31st of August. Here you go. Clerk : Oh. You have to sign both the cheque. How would you like the money, Sir ?
- Clerk : Six tens. that is 10, 20, 30, 40, 50, 60.
- Customer : Thanks a lot, bye.
- Clerk : Thank you, bye.

Set E

- Manju : We leave school this year. What's your plan of future

- study ?
- Boy : I propose to study science in the certificate level.
- Manju : Why do you prefer science ?
- Boy : After completing the certificate course, I like to study medicine.
- Manju : As you are good at maths, I think you'll get through the certificate course with distinction. But why do you intend to be a doctor ?
- Boy : A doctor can earn money as well as serve humanity.
- Manju : I see.
- Boy : What will you study after you leave school ?
- Manju : I think I'll study in commerce.
- Boy : Why do you intend to study commerce ?
- Manju : I think I'll study in commerce.
- Boy : Why do you intend to study commerce ?
- Manju : After certificate and the diploma in commerce, I like to join for business management.
- Boy : What will you gain by studying business management ?
- Manu : I'll be able to help my father in his business.
- Boy : What's your father's business ?
- Majju : He owns a carpet factory.
- Boy : Your idea is great.

Listening Text 2060

Set A

- Prem : Excuse Me. How can I get the membership of this library ?
- Librarian : You have to fill in a form. Do you want ordinary or life membership ?
- Prem : How much do I have to pay for each type ?
- Librarian : Rs. 2.00/- for life membership and Rs. 300/- for ordinary one. You need to renew your ordinary membership every year.
- Prem : I want to get ordinary membership, please.
- Librarian : What's your last name ?
- Prem : Lama. L-a-m-a

Librarian : First name ?
 Prem : Prem. P-re-m
 Librarian : Date of birth.
 Prem : 14th May 1989.
 Librarian : Address ?
 Prem : 74/110 school road, Rampur.
 Librarian : Your telephone number. Please ?
 Prem : 428975. 428975
 Librarian : Here's your membership card. Welcome to our youth library.
 Prem : Thank you.

Set B

Girl : Hello, Charles, I haven't seen you all day. What have you been doing ?
 Charles : Actually I have been working on my first novel.
 Girl : Oh, yes. How far have you got with it ?
 Charles : Well, I have thought of it a good title, and I have made a list of it a good title, and I have made a list of characters, and I have designed the front cover.
 Girl : Have you started writing it yet ?
 Charles : Oh, yes. I have written two pages already.
 Girl : Only two ?
 Charles : Well, yes, I haven't quite decided yet what happens next.
 Girl : Thank you very much for your information.
 Charles : You are welcome.

Set - C

Samjhana : Hello, Rahul. I haven't seen you for ages. How're you ?
 Rahul : I am fine. How about you, Samjhana ? You're looking well.
 Samjhana : Yes, I am very well. Thanks.
 Rahul : How are your children ?
 Samjhana : They are all fine, thanks. The youngest has just started school.

- Rahul : I'll walk in at the moment. When I last spoke to you,
you were working in a travel agency.
- Samjhana : That's right. Unfortunately, the firm went out of
business. A couple of months after I have started work
there. So I lost my job. Now I've had a few temporary jobs
at store, at a restaurant, at an insurance company etc.

Set D

As I was walking along the road the other day, my curiosity was aroused by a small crowd which had gathered around the entrance to the park. On crossing the road, I discovered that the center of attraction was an old man with a performing monkey. The monkey's tricks were quite remarkable so that in a short time they had which the old man had placed on the pavement was half filled with coins, many of them silver. It seemed to me an easy way of making a good living.

Set E

Many scientists and inventors had very humbler beginnings but became shining stars in the sky of science. Two brothers started a cycle repairing workshop to make a living. Soon they began manufacturing cycles. But that is not all. They created a miracle in 1903 at Kitty Hawk in the USA. They are the Wright brothers who made the first aircraft which started a new era. John Baird, the inventor of television. He did school. He was, however, a curious student and one of his early inventions was an electrically heated sock for keeping feet warm in winter.

Thomas Alva Edison, the great inventor was stupid in school. He made his living in his early days by selling newspapers, fruits at the railway station.

Listening Text 2061

Set A

- Girl : Have you ever been chased by a dog, Keith ?
- Boy : No, I haven't, but I have been chased by a bull.
- Girl : Really ?
- Boy : Yes, It was a couple of weekends ago- I was, er, I was going

for a walk out in the country following this foot path and I didn't notice that there was a field full of bullocks. When I reached there they started bucking/jumping and chasing me.

Girl : What did you do then ?

Boy : Well, I was pretty scared - I just ran for the nearest fence and jumped over it.

Girl : Oh, If I were you I'd fight with them, ha ... ha ha ...

Set B

Sagun : Are you doing anything tomorrow morning ?

Puspa : Tomorrow is ... Saturday. Nothing, Sagun, why ?

Sagun : Well, do you fancy going to the cinema ? Hamara Dil is on. I want to see it but I don't want to go alone.

Puspa : Oh, really ? I've not seen it yet. I don't want to miss it. I'll come with you. What time shall we meet ?

Sagun : Well, the film begin at 8:15. So I'll meet you about 8.00 outside the cinema. Ok ?

Puspa : Fine. I'm seeing Preeti this evening, shall I ask her if she wants to come too ?

Sagun : Yes, do that, I will see you tomorrow then. Bye.
Puspa.

Set C

Every Friday, NTV channel telecasts a programmed "Hijo Ajaka Kura" at 9:00 P.M. It lasts 45 minutes. The programme is written and directed by Santhos Panta. The programme is about current affairs. The characters of this programme play live roles and make it very interesting. Many real life incidents are also shown. Many people like to watch this programme. This is shot at different places of Nepal. Audiences say that this programmed gives people education and makes them awarded of incidents happening in the country.

Set D

Dear Jim,

I'm having a great time here in England. my school term doesn't start until the autumn, so I'm taking the opportunity to improve English. I'm staying

with some English friends who own a farm. On weekdays: I catch a bus into torquar to go to language classes. I'm making good progress. I think. My friends say my pronunciation is much better than when I arrived, and I understand almost everything now. At weekends I help on the farm. At the moment they are havesting the corn and they need all the help they can get. It's quite hard work, but I like it. And I'm developing some strong muscles.

Are you coming to visit me at Christmas ? I'm spending the winter holiday here at the farm. My friends want to meet you. There's plenty of space. But you must bring your warmest clothes. It's getting very cold in the winter. Let me know as soon as you decide. Do you miss me ? Yours. Paul

Set E

- A : Hi, Kanchan, how are you ?
- B : Oh. Hi. Krishna ! I'm fine thank you. How about you ?
- A : Fine, thanks. What are doing this Saturday ?
- B : Nothing Special. I'm staying at home, as usual. But we go together ?
- A : Well, I'm thinking of going on a picnic. Shall we go ?
- B : Most certainly. I've not gone on a picnic for a long time. Where shall we go ?
- A : We're planning to go to Kakani. What do you think of that ?
- B : That sounds great. I really love that palce. By the way, how many people are going and who else are there ?
- A : Um. We shall be 15 including you. Most of them are from my locality and I think you know many of them.
- B : That's OK, How much is each person spending ?
- A : Only 500 rupees. Is it reasonable ?
- B : Yes, it is perhaps
- A : Why don't you come to my home this evening ? We are all getting together and planning for everything.
- B : That's good idea ! I'll be there before 6 pm.
- A : Ok. Bye
- B : Bye and thanks for the invitation.

Listening Text 2062

Set A

Basu : Hi Binod ! What're you going to do after the exam ?

Binod : Hi Basu, I'm not really sure yet but I think I'll do two or three things. I'll take a complete rest for a week. I'll stay at a complete rest for a week. I'll stay at home and watch T.V. then I'll go to Dhankuta to my friends' house for a couple to weeks. Then I'll do English language course from the British Council. What have you in mind ?

Basu : Well, I'm going to spend more time on my hobby. You know that I'm interested in Painting. I've also read books on it. I'm also thinking to subscribe Nepali Time weekly. It's one of the highly esteemed newspapers in the country. How prepared are you for the exam ?

Binod : I'm very well prepared in all subjects. I'm sure I'll do very well. How about you ?

Basu : Good very good, but I'm little worried about my chemistry.

Set B

The time is 7 am. Here is the news summary. There has been a serious accident on the mahendra Highway, Ramanagar in which at least 6 people have lost their lives. It happened yesterday night when a van carrying 10 passengers collided with a heavy lorry.

Important talks have been taking place at singhadurbar between the pramenunister and the trade union leaders. They've agreed to end the one month long strike as the premiere promised to fulfill their demands. Mean while, the government has failed to avoid a Nepal bandh and the bus drivers union has announced that no buses will run from and to the capital from tomarrow. Police in Dhangadi have been continuing their search for the murder of 51 years old businessman Mr. Ratan Chaudhari who has found beaten to death in his affice two days ago.

Set C

Seventy years old Kajilal Maharjan of Kirtipur, 17 was determined to complete the 60km long walkabout. He spoke as if he had the strenuous stamina of and at least though the half day journey had already worn him down. I am determined she complete the yatra in the given time; he said. Such was the zeal of many devotees as they paraded through several historical and religious sights of the Kathmandu valley. Asks effiz Arthur Zeny ; is their any fruit ? Maharjan said he would get little bit since who anothr seven life times by simply participating in the 24 hour long walkabout. Many sally persons said that the walk had to be no stopped except for the two intervals for meats.

Set D

Kathamndu valley is the original homeland of the Newar community. But due to the involvement in business, they've planned to have settled in district headquarters all over the country. The population of Newar is 12, 45, 232. They've different land groups such as Jyapu, Shrestha, Bajracharya, Tamrakar, Manandhar etc. They've been divided into Hindu and Buddhis groups. Their main festivals include Kumari Jatra, Indra Jatra, Bisket Jatra, Ghode Jatra and machhindranath Jatra etc. The Newari feast consists of various food items with different taste.

Set E

Mom : Paul, What've you ging to take for the picnic
Panl : I'll take some fried chicken.
Mom : What will Tim bring ?
Paul : Tim is going to bring roodles and Ketchup.
Mom : Oh, that's nice. do you want to take anything else ?
Paul : I'll take my book of jokes.
Mom : That'll make your friends laugh.
Paul : And langhing will make us more hungry. Jaane's mom is going to make us a big chocolate cake.
Mom : Oh ! that'll be delicious. I wish I could join you.
Panl : That'll be wonderful. Are you going to come Mom ?
Mom : I'll see.