

CHAPTER – ONE

INTRODUCTION

1.1 General Background

It is language, which distinguishes human beings from other creatures in the world. Mainly, human beings use language as a means of communication. It is a dynamic, open system that allows human to communicate their thought, feelings, desires, emotions, experiences and ideas. All the normal human beings begin to acquire at least one language during their babyhood and become linguistically adult when they are five or six years of age. But it is surprising that most of them get puzzled if we ask them to tell what exactly a language is.

Language is defined as a means of communication. It is the most important medium for communication through which we can express our ideas, emotions and desires. Oxford Advanced Learners Dictionary (2007: 21) defines language as "the use by humans of a system of sounds and words in communication"; this definition gives the prime or core concept of the language.

In the same way, Jespersen (1904:4) defines "Language is not an end in itself, just as little as railway tracks. It is a way of connection between souls, a means of communication.... Language is the most complete, the richest, and the best means of communication. It bridges the physical chasm between individuals...."

There are many languages in the world and English has been the most dominant one throughout the world. It has been used for intra-national and international communication even in non English speaking countries. Most of the books have been written in English and people feel handicapped if they cannot understand, speak and write English.

1.1.1 Listening in Nepalese Context

The history of the introduction of the English language in Nepal goes back to 1989 A.D. with the establishment of Durbar High School. But still the four language skills are not equally emphasized. Out of the four language skills, reading and writing are highly emphasized whereas listening and speaking have received less attention. However, since the introduction of National Education System Plan (NESP) 1971, all the four language skills have been given due importance in our school level syllabus. The secondary school English curriculum set by NESP (1971) had mentioned the general objectives of teaching English at the secondary level in terms of the language skills. Regarding listening skills the objective was “to enable the students to understand simple conversation and normal educated speech delivered towards him.” (Secondary Education Curriculum 2030:63)

Above all Nepalese learners of English are poor in English. It is not because they do not get an opportunity but because they lack sufficient practice in listening comprehension. It is said that a good listener learns a language quicker and more efficiently than the others. One who is poor in listening comprehension feels difficulty while taking part in conversation, discussion, to comprehend the classroom lecture or to follow the instructions. So, it should be tested and compared with students' comprehension ability so the remedial techniques can be implemented. To make these activities meaningful, more creative and interesting, we have to think different ways of listening practices. Considering this fact in mind the researcher has tried to find out the listening comprehension ability of the PCL students based on IELTS test items.

1.1.2 What is Language Learning?

Learning a language means learning its four skills, viz, listening, speaking, reading and writing. The four language skills can be confined into two skills, i.e. receptive and productive. Listening and reading come under receptive skill and speaking and writing come under productive skill. According to Harmer (1997: 25) "Speaking and writing involve language production, and therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving message, and are therefore often referred to as receptive skills". Again, these four skills are grouped under primary and secondary skills. Listening and speaking are said to be the primary skills whereas reading and writing are the secondary skills. It is so because reading and writing are the skills that are developed later and are optional as well.

Listening is not a passive activity as some might think. To quote Underwood (1989), "Listening is the activity of paying attention to and trying to get the meaning from something we hear". From this definition, it can be proved that listening is an active process in which the listener has to engage in the activity of constructing message.

It is taken for granted that people develop listening in their mother tongue with little or no effort. Even, when we are very young we can understand at least the gist of what is said to us. Presumably this ability is the outcome of a number of things including the large amount of language and a number of different speakers we are exposed to over the years and our acquired knowledge of the context, the speaker, the topic and so on. But as far as foreign language learning is concerned, listening demands considerable effort and deliberate learning. If students do not learn to listen effectively, they will be unable to take part in oral communication, which is the prime goal of learning a language. Here, by

learning to listen we mean that we want our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond to it. In order for a successful communication to occur, it is not sufficient merely to hear what a speaker says but a listener has to make sense of what he hears. When a listener fails to understand the message we say that communication has broken down.

The four language skills are integrated not only while teaching and learning but also in real life situation for various purposes. Although this is the reality, some language-teaching specialists and linguists focus on some particular language skills than others. A second language is basically and entirely learnt to use in real life situation in order to communicate and grasp the information by listening or reading authentic and non- authentic texts. On the other hand, it is learnt to express the feelings, thoughts and so on that are intended to in terms of speaking and writing. It can therefore, be summed up that unless all four-language skills are equally and adequately learnt, no one can use them appropriately in real situation.

English is a foreign language in Nepal of which oral exposure is inadequate in terms of its quality and quantity. In order to widen and deepen the knowledge of different disciplines, one has to listen to the authentic texts. Most of the texts as such are found in different language but English ones are rich in the knowledge to be grasped. English has how, therefore, been immense concept of students, teaches, researches, and so on and so forth.

1.1.3 What is listening?

Listening is the activity of paying attention to and trying to get meaning from something we hear, we tend to take listening for granted. We only become aware of what remarkable feats of listening we achieve

when we are in an unfamiliar listening environment, such as listening to a language in which we have limited proficiency. It is taken to mean trying to understand the oral message people are conveying. Richards et al. (1999:216) define listening as “the process of understanding speech in a second or foreign language”. 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. A speaker saying "you are late" for example, may be wishing to convey only one of the ranges of meaning. Simply stating the fact that you have arrived late or complaining because s/he had to wait or expressing surprise because s/he did not expect you to arrive late. What speaker means lies only partly in the words spoken and you as a listener must recognize and interpret the other factors, which are used to convey the message? Listening in the past was considered to be a passive skill. We must not be confused listening with hearing because the term hearing is used to refer to the listener's ability to recognize language elements in terms of sound, while listening is used to refer to the ability to understand how a particular sentence relates to what else has been said and function in the communication.

Listening is usually defined as a receptive skill comprising both a physical process and an interpretive, analytical process (Lundsteen: 1979). However, this definition is often expanded to include critical listening skills (higher order skills such as analysis and synthesis) and non-verbal listening (comprehending the meaning of tone of voice, facial expressions, gestures, and other non verbal clues)

1.1.4 How is Listening Unique?

Listening comprehension is an active process of constructing meaning and that is done applying knowledge to the incoming sounds. Comprehension is affected by a wide range of variable and that potentiality and characteristics of the speaker, the situation or the listener can affect comprehension of the message. Many of the important characteristics of listening comprehension are actually characteristics of all forms of language comprehension and while listening ability is unique in some respect, it also shares many characteristics with reading, for example, Buck (1992a) and Bachman (1998) have established by statistical means that there is considerable overlap between listening and reading ability, while both also have unique aspects.

According to Harmer (1998) listening is special because spoken language especially when it is informal has a number of unique features including the use of incomplete utterances (e.g. "dinner?" serving as a perfectly functional way of asking for dinner is dinner ready?), repetitions (e.g. I'm absolutely sure, you know that she's right), hesitation (yes, well, umm, possibly, but etc).

"Listening activities are different from other classroom exercises in a number of ways; firstly, tapes go at the same speed for everybody unlike language study or speaking practice or over reading where individual student can read it to some extent at their own pace. In listening the tape continues even if some individual are lost" Harmer (1998:69).

A significant finding from work on language is that listening is as difficult to master as speech. An obvious reason for this is that in life a listener most often has no control over what s/he must listen to and understand. S/he must make sense of whatever different speaker's

statements; well or badly, fast or slow, she most often does so even where the environment makes it difficult to do so. S/he must listen appropriately and respond to different styles, varying accents, and dissimilar ways of speaking message and so on. All these calls of systematic training help to build the right kind of listening strategies.

1.1.5 An Overview of Listening Comprehension

Listening comprehension refers to the ability to understand and interpret the spoken message. It is not only a process of decoding language rather than it is a complex process in which the listener takes the incoming data, the acoustic signals, and interpret that, using a wide variety of information and knowledge for a particular communicative purpose. It is an inferential process, an ongoing process of constructing and modifying and interpretation of what the text is about, based on whatever information seems relevant at that time.

Listening is a very individual and personal process. Listeners make different inferences, and they have different interpretations of the text they hear. Of course, when the task is simple and unambiguous, all competent listeners are likely to come to the same understanding and there is usually a common core of similar interpretation between listeners listening to the same text. However, if we examine comprehension in detail we often find considerable difference between listener interpretation of many texts and the more complex ambiguous texts, the more likely that interpretation will vary.

Although no one knows exactly how listening takes place, it is thought that there is a certain process that undergoes when we listen to a stretch of language. The process according to Abbot et al (1981:59) is probably something like this;

a) Seeing

It is also known as cracking the code. When the sounds go into a sensory store, called echoic memory, we recognize and discriminate between contrasting sounds

b) Speaking

It is also known as making sense of the message. After perception of sounds, we recognized each short stretch of spoken text as meaningful unit and understand it upon reception. Then we had this information in our short-term memory (henceforth STM) until it is related to what has gone before and /or what follows. The pieces of information, which come out of this process, can be stored in long term memory (henceforth LTM) for recall later. This, what we store in the LTM is the gist of the message, not a whole sequence of the short stretches of the material which is held briefly in the STM. This process can be regarded as neurological process involved in listening.

1.1.6 Language Teaching and Language Testing

Language teaching and language testing are two sides of a same coin. One would be meaningless in the absence of other. Heaton (1988:5) puts "teaching and testing are so closely related that it is virtually impossible to work in either field without being constantly concerned with the other." It means that teaching is influenced by testing and vice-versa. Testing is one of the means of evaluating student's language ability or language capacity. Likewise, Nunan et al. (2001) define test as "a method of eliciting a sample of individual language behavior under standardized conditions". His definition limits the tests within standardized condition but it is not the case always. Testing can be done in an informal setting as well but the purpose may be different.

For McCarthy (1994:54) "Teaching without testing is like painting in bad light". He strongly maintains that teaching cannot be done without testing its gist. With the help of testing we can find areas that need more attention and we can manage for remedial teaching if it were diagnostic test. In case of achievement test, testing depends on what has been taught. So in one sense testing provides guidelines to teaching and in other since it may be vice-versa.

While conducting listening comprehension tests, it is helpful if the listeners can see the speakers. In spite of the test's excellent quality of the recorder, a disembodied voice is much more difficult for the foreigner test taker to follow. If the quality is poor, the test will be unreliable, especially when discrete features such as phoneme discrimination, stress and intonation are tested.

The tape recorder, however, is the only way of ensuring complete uniformity of presentation and thus a high degree of reliability.

Heaton (1988:65) talks about the following tests:

- Phoneme Discrimination Tests.
- Tests of stress and Intonation.
- Statements and Dialogues.
- Testing Comprehension through visual Materials.
- Understanding Talks and Letters.

To sum up, the above discussion, we can say that teaching and testing are mutually inclusive and complementary to each other.

1.1.7 Techniques for Testing Listening

Listening is the first language skill in the natural order of presentation. This is one of the primary language skills. A child cannot produce sounds and words if he does not hear them in meaningful context. If a child is deaf by birth, it is impossible for him to hear /listen

to sounds. Whether in an interview or in a formal or informal conversations or in the meeting, an effective listening will help us to accomplish our purpose.

A clear distinction must be made between listening and hearing. When we listen, we pay conscious attention to what is being said. A good listener learns language quicker and more efficiently than others. So, it is very important to think techniques that will enable the learners to listen better and in efficient ways.

Depending upon the level of the students and the nature of the text Lamichhane (2001:40) proposes different techniques to test the listening perception and listening comprehension, i.e.

1. Listen and draw

Teacher gives instruction by oral / record player, students draw according to the institution.

2. Listen and complete

Teacher provides complete materials by oral/record player. Students fill the blanks after listening to the whole / record /read materials.

3. Listen and arrange

Teacher provides list of jumbled words by oral /record player. Students arrange in right order after listening to the recorded /read list.

4. Listen and build

Teacher provides instructions by oral/record player and asks to build something. Students build something after listening to the record / read instructions.

5. Listen and act

Teacher tells someone to do something by oral /record player. Students act out as they are told after listening to the record /read materials.

6. Listen and write

Teacher provides material to write by oral/ record player. Students write in the sheet after listening to the recorded /read materials.

7. Listen and select

Teacher provides a list of things and instructions oral /record player. Students make a group by selecting after listening to the recorded/ read list.

8. Listen and discriminate

Teacher gives list of thing and instruction by oral/ record player. Students discriminate according to the instruction after listening to the recorded / read list.

9. Listen and find out

Teacher gives a list of words and instruction by oral /record players. Students find the synonyms after listen to the record /read list of words.

10. Listen and underline

Teacher provides paragraph/s and instructions by oral/ record player. Students underline the given words after listening to the record/ read paragraphs.

11. Listen and classify

Teacher provides words or things and instructions by oral/ record player. Students classify words in right order after listening to the record /reading list.

12. Listen and match

Teacher provides material and instructions by oral/ record player to match. Students match the materials in right order after listening to the record /read materials.

13. Listen and fill up the charts

Teacher provides passage by oral/ record player. Students fill up the chart in right order after listening to the record /reading paragraph.

14. Listen and number the pictures

Teacher tells a story by oral / record player. Students arrange the pictures in the series after listening to the story.

15. Listen and tick

Teacher tells something new by oral/ record player. Students tick the true statements after listening to the materials.

16. Listen and identify

Teacher provides instruction by oral/ record player. Students identify the pictures according to the instruction after listening to the instructions.

17. Listen and show / indicate

Teacher tells something by oral / record player. Students indicate or show the objects after listening to the instructions.

18. Listen and follow the information

Teacher provides instructions to go somewhere else or to do something else by oral / record player. Students follow the instructions after listening to the instructions.

19. Listen and mark

Teacher provides / tells stories / read paragraphs by oral / record player. Students make nouns / verbs / fruits / vegetables / clothes etc. after listening to the instructions.

20. Listen and count

Teacher tells stories/ reads paragraphs by oral / record player. Students count numbers of nouns /verbs / fruits / vegetables / clothes, etc. after listening to the instructions.

21. Listen and do

Teacher tells something to do by oral / record player. Students perform the tasks after listening to the instructions.

22. Listen and answer

Teacher tells message by oral / record player. Students answer the questions asked to them after listening to the stories / paragraphs.

23. Listen and carry information

Teacher tells message by oral / record player. Students convey message to their friends after listening to the instructions.

24. Listen and pass the information

Teacher tells stories / reads paragraphs by oral / record player. Students mark nouns/ verbs/ fruits/ vegetables/ clothes, etc. after listening to the instructions.

However, Hughes (1997:137) suggests the following techniques to test listening comprehension ability:

a) Multiple Choices

Seem to provide the most satisfactory technique for testing listening comprehension. In multiple choice items, to test listening comprehension, the lead contains the problems being tested and the choice or alternatives contain the distracters that the interference of the native language habits could normally suggest to the student allowing to our theory of language testing. One of the alternative is more nearly right than others and is chosen by the student as "the best" answer s/he finds among the choices. The alternatives must be kept short and simple. The alternatives in the following, which appeared in a sample listening test of a well known examination, are probably too complex.

b) Short answer

Provided that the items themselves are brief, and only really short responses are called for, short- answer items can work well in listening tests. The completion variety, requiring minimal writing from the candidates, is particularly useful.

c) Note taking

Where the ability to take notes while listening to, say, a lecture is in question, this activity can be quite realistically implicated in the testing situation. Candidates taken notes during the talk and only after the talk is finished do they see the items to which they to have respond. When constructing such a test, it is essential to use a passage from which notes can be taken successfully. This will only become clear when the task is first attempted by test writers. It should go without saying that, since this is a testing task which might otherwise be unfamiliar, potential candidates should be made aware of its existence and, if possible, be provided with practice materials. If this is not done, then the performance of many candidates will lead us to underestimate their ability.

d) Information transfer

This technique is as useful in listening as it is in testing reading, since it makes minimal demands on productive skills. It can involve such activities as the labeling of diagrams or pictures, completing from or showing routes on a map.

e) Partial dictation

While partial dictation may not be a particularly authentic listening activity (though in lectures at university, for instance, there, is a certain amount of dictation), it can be useful. It may be possible to administer a partial dictation when no other test of listening is practical. It can also be used diagnostically to test students' ability to cope with particular difficulties.

1.1.8 What Makes Listening Easy or Difficult?

Language learners often feel difficulty when they first attempt to listen to a new language. The difficulty is caused by different

backgrounds of the students. For example, the students whose culture and education includes a strong story telling and oral communication tradition are generally better at listening than those from a book-reading based culture and educational background. It is also true that the students whose first language have similar stress and intonation pattern to target language, have less trouble than those whose first language have different stress and intonation pattern.

Every experience tells us that listening is sometimes hard and some times easy, but we are normally unaware that which factors are contributing to that variation. Most people would probably agree that listening to a radio broadcast of a parliamentary debate is relatively demanding, if we are trying to follow the event closely, while listening to a child reading from a book of fairy stories is much easier. What influences these intuitive assessments? Although a large number of functions are involved, they fall into three principle categories, related to: (1) the type of language we are listening to, (2) our task or purpose in listening and (3) the context in which listening occurs. So what makes the task more difficult is the attempt to remember the details of what is said, especially given the type a language in question. The important things to remember is that, for all listening situation, the two aspects interact to determine how demanding the experience is for the listener.

Most research into listening has concurred on young native listeners; the numbers of research studies is relatively small but it is possible to identify four principle features of language input that have been found to be influential, as far as easy or difficult comprehension is concurred. These are;(A) the way in which the information in organized; (B) the listeners familiarity with the topic,(C) the explicitness of the information given ,and (D) the type of input. (Anderson and Lynch, 1988:65)

According to (Underwood, 1989:16) listening comprehension is difficult mainly due to the following reasons.

- a) Lack of control over the speed at which speakers speak.
- b) Not being able to get things repeated.
- c) The listener's limited vocabulary.
- d) Failure to recognize the signals.
- e) Problems of interpretation.
- f) Inability to concentrate.
- g) Established learning habits.
- h) Inherent difficulty of the listening text.
- i) Failure to recognize the 'signals'.

There are other factors too that make listening comprehension difficult and problematic. Brown and Yule (1989), for example, suggest four clusters of factors, which are related to:

- i) the speaker (how many they are, how quickly they speak, and what types of accent they have, etc.),
- ii) the listener (the role of the listener, whether a participant or eavesdropper, the level of response required, the individual interest in the subject, etc.)
- iii) the content (grammar, vocabulary, information structure, background knowledge assumed, etc.)
- iv) support (whether there are pictures, diagrams or other visual aids to support the texts, etc)

1.1.9 IELTS and Its Rationale

The IELTS, International English Language Testing System, is an internationally owned and globally recognized direct English language assessment of the highest quality and integrity readily available throughout the world. It is owned, developed and delivered through the

partnership of the British Council, IDP Education, and Australia: IELTS Australia and University of Cambridge ESOL Examination.

British Council has wide experiences and knowledge of test administration with a network of test examinations offices in over 100 countries .It administers 500,000 examinations overseas on behalf of British examination boards. IDP Education Australia is Australia's International Education Origination .It undertakes a broad range of activities from student advisory services and educational publication to project consultancy and English language teaching and testing.

University of Cambridge ESOL Examination is an internationally recognized body in the provision of the academic and vocational examination .In the field of English language alone, Cambridge ESOL examines more than one million candidates each years ", (execrated from WWW.ielts.org.)

IELTS is a proficiency test administered at the authorized centers throughout the world .It has two Modules of the test. Academic Module and General Training Module. Academic Module is meant for the candidates taking the test for entry to Undergraduate or Postgraduate studies or for professional reasons in the Universities of the U.K, Australia, Canada, New Zealand, and the U.S.A. And General Training Modules is meant for the candidates taking the test for entry to vocational or training program not at degree level for admission to secondary school and for immigration purposes in those countries. IELTS covers the four language skills, Listening, Speaking, and Reading and Writing .It comprises of 2.45 hours full-length test.

But this research will focus in listening test only which is of 50 minutes. Therefore, the researcher tries to use the standardized and highly appreciated test to find out at which level the student of Nepalese

university, (practically PCL First Year) are and how much able are they to cope with such tests that measure the overall language proficiency.

1.1.10 Importance of IELTS

IELTS is used by an ever-growing number of international educational institutions, government agencies, professional associations and registering authorities as a measure of the applicants' English Language Proficiency.

Key features of the IELTS test influencing the rapid take up of the test by originators include.

Testing of Communicative English Language Ability

IELTS tests a candidate's ability to produce language and communicate in English. It is not a test of knowledge about English.

Test of International English Language

IELTS minimizes content with culture or linguistic bias and uses a variety of accents in test materials. International teams of item writers contribute to the bank of IELTS test materials.

Test of All Four Language Skills

IELTS tests a candidate's ability to speak, read, listen and write in English.

Global Recognition

IELTS is accepted as a means of candidate's English proficiency by over 1,200 higher education institutions, government agencies, employers and professional associations around the world. IELTS is recognized across the world as the leading test of communicative English language ability.

Global Access

Candidates can access the IELTS test in over 120 countries through an international network of more than 300 accredited test centers. All centers

and monitored and follow the IELTS code of practice .All IELTS examiners are trained, certified and monitored to ensure a standardize testing and assessments system around the world.

Candidates Growth

IELTS is the preferred test of English proficiency for many candidates due to its wide international recognition accessibility and high security features.

Credible International Partnership

IELTS is owned by three reputable international institutions, the University of Cambridge ESOL Examination, IDP, and IELTS Australia and British Council Cambridge ESOL manage test production and distribution. The British Council and IDP, IELTS Australia manage tests content production and distribution. Australia manage test centers administration, quality and security control, examiner appointment and teaching and global marketing.

Fit of Purpose

IELTS is offered in two test formats: Academic and General Training. All candidates take the same listening and speaking modules while reading and writing areas offered as Academic or General Training Modules. Academic Modules assess whether a candidate is ready to study or train in English at an Undergraduate or Postgraduate level. The General Training Modules emphasize communication in a broad, social and educational context. IELTS General Training is suitable for candidates who plan to work, live or study at a secondary or vocational level in a speaking environment.

Test Results that can be Trusted

The IELTS test partners invest considerable resources into the development of test materials, examiner training management, and

ongoing testing and linguistics research and security management. Test administration, result certification and verification processes include a range of practices that put IELTS on the cutting edge of security and integrity management in global test administration.

Provides a Language Profile

Candidates receive scores of each language sub-skills (listening, speaking, reading and writing) and overall band scores on a band skill from 1 to 9. Candidates are assessed on a skill from no user (1) to an expert user (9). Band scores are allocated in Band Descriptor profiling the language competence of the candidates. For example, Band 6 descriptor competence user has generally effective command of the language despite some inaccuracies, inappropriate uses and misunderstanding, can use and understand fairly complex language, particularly in familiar situations. Descriptors provide the candidates and receiving institutions with the profile of language proficiency at appoint in time. (Extracted from WWW. ielts. org)

1.2 Literature Review

Awasthi (1995) conducted a research work on "Listening Task Comprising of Sound Discrimination and Listening Comprehension Task" to the first year students of T.U (it was just a small segment of the total test battery). He found that students committed more errors on the questions requiring slightly influence type of answer rather than those of the mechanically lifted ones. He concluded that the sole cause of errors in listening comprehension might be lack of practice.

Singh (2000) conducted a research on "Listening Comprehension of Grade Eight Students." It was a comparative study. He compared the listening proficiency level of the students of public and private schools. His study was exclusively confined to four schools in Katmandu Valley;

two of them being public and two private schools. He found that the students of private schools were far better than that of public schools.

Timilsina (2000) carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Listening Comprehension." He conducted an experimental research upon ninth graders of Jhapa. He used two types of materials: live and recorded. He provided the recorded materials to the experimental group and live materials to the control group. He concluded his research with the finding that the live voice of the teacher was much more effective than the recorded materials.

Aryal (2001) carried out research entitled "Listening Proficiency of Grade Ten Students of Gorkha District". He wanted to determine whether the students exhibited better performance in seen text or unseen texts. In his studies, he found that student's proficiency was better in the seen text in comparison to the unseen one.

Rana (2002) carried out another research work entitled "Listening Ability of the Nepalese Learners of English". He found that listening abilities of the Nepalese learners of English are determined to be 85.95%. The listening abilities of Engineering students is the highest, i.e. 87.01%.

Similarly, he found that the students having Tibeto-Burman language background have better listening abilities than those of the student having indo-Aryan language background. In the context of segmental sound units, the students of all strata have obtained fairly more percentage in the test of recognition than in the test of discrimination.

Chapagain (2005) carried out a research entitled "a study on proficiency in listening comprehension of grade nine student" he wanted to determine whether the students of public school exhibit better performance or private school using the test items based on IELTS, and found that the students of private schools were far better than those of

public schools. He found that the student average listening proficiency was 5.0(according to IELTS band score listening)

Khadka (2006) Carried out a research work on "proficiency in listening comprehension" a case study of bachelor level third year students. Its objective was to find out the proficiency in listening comprehension of bachelor level thirds years students on the basis of TOEFL. He conducts the study of using the tool -based test of listening. He found out that the student average listening proficiency was 44.56. Relating to the TOEFL; they are below the proficiency requirement in listening section.

The above-mentioned researches are one way or the other based on certain course of certain level. Evidently, this study is a new endeavor and different from other studies in the sense that it uses native speaker's voice to test and compare the listening comprehension with readymade test items.

1.3 Objectives of the Study

The objectives of this study are:

1. To find out the proficiency in listening comprehension of PCL students using the standardized test (IELTS) items
2. To compare their comprehension ability on the basis of the following variables:
 - a) Faculty (Education, Management, Science and Humanities)
 - b) Sex- boys and girls
 - c) Nature of text (short answer questions, fill in the gaps, matching, true or false, etc.)
3. To suggest some pedagogical implications and recommendations on the basis of the findings of the study.

1.4 Significance of the Study

This study is useful to the prospective researchers who wish to undertake the researches on different facts of listening comprehension ability in the days to come. This study will be significant for the language teachers, subject experts, testing experts, language students and to all those who are directly or indirectly involved in teaching and learning English as a second / foreign language, especially in the context of Nepal.

CHAPTER - TWO METHODOLOGY

2.1 Sources of Data

In order to undertake the research, both the primary and secondary sources of data have been used.

2.1.1 Primary Sources of Data

The primary sources of the data for the study were the PCL 1st year students, studying in different campuses in Katmandu district.

2.1.2 Secondary Sources of Data

In addition to the primary sources, the researcher has used the secondary sources of data as well, i.e. books, theses, articles, reports and journals related to the research work etc. in order to facilitate the study.

2.2 Population of the Study

The population of the study was the PCL first year students of different campuses in Katmandu Valley.

2.3 Sample Population and Sampling Procedure

The population of this study consists of the students of PCL first year, studying in different campuses of different streams i.e. Education, Humanities and Social Sciences, Management and Science and Technology.

The sample population of the study consists of 120 students from the four different streams of PCL first year mentioned above; their distribution being 30 from each stream. The campuses have been selected randomly; the students of the selected streams were selected by the

lottery (Fish bowl draw) having equal number of sex, i.e. fifteen boys and fifteen girls.

2.4 Tools for the Study

To carry out the research work, the researcher has got some tools to collect the data. The researcher used a set of readymade text questionnaire taken from IELTS Practice Book-1, consisting of four different listening texts to collect data. The texts were listening to the telephone conversation, listening to the news report, listening to the news headlines, a talk by a university lecture and information. The test items to test their listening proficiency were tick the best answer, short answer questions, complete the note, circle the best answer, true or false, matching etc. The full mark of the test was 40 and the distribution of marks was equal of the test items consisting of the one mark for each question.

As the researcher has tried to find out the listening proficiency abilities of PCL first year students based on IELTS listening materials, all the questions were selected from the IELTS practice book in which the students had to listen to a telephone conversation. After listening to the conversation they had to tick the best answer, and give short answer of the given questions.

The second test was also extracted from IELTS practice book in which the students had to listen to the news headlines and news report. After listening to the news headlines and news report, they had to tick the three correct headlines out of the given headlines and complete the news report by filling the given blanks.

Similarly, the third test too extracted from IELTS practice book in which the students had to listen to the conversation between a university student and a university teacher and select the best answer from the

given alternatives and they had to decide whether the given statements are true or false.

The fourth text was also extracted from IELTS practice book in which the students had to hear a student requiring about parking facilities and choose the correct answer.

The last test was related to instructing, i.e. the students had to listen to a spoken text and show route on the given map.

After constructing the test items, a pilot study was carried out especially to determine the time duration and the difficulty level of the questions. It was administered to the PCL first year students. There were forty questions and the test was conducted at a time. It took 50 minutes in average.

2.5 The Process of the Data Collection

Although the researcher used the readymade test items, the researcher prepared a set of objective and subjective tests from the IELTS practice book. After selecting the test items, the researcher carried out a pilot study in Ratna Rajya Campus so as to see the time duration and students attitude towards the test. It was found that it took only fifty minutes and they liked to listen and respond to the materials; the researcher proceeded with the same items.

After moderating the test and preparing himself as the conductor of the test, the researcher visited the purposefully selected campuses in Katmandu district.

Then the researcher, with due consent from the concerned authorities, he visited the selected academic campus in Katmandu valley. He explained the main objectives to the concerned informants why he wanted to administer the test to them and asked the concerned authority for permission to administer the test. After getting permission, the

researcher selected the required numbers of students using fish bowl procedure and the sampling population was taken to a separate room to conduct the test. To administer the test, the researcher gave the informants necessary instructions on what they were supposed to do. They were informed that the recorded materials would be played only one time as it happens in IELTS listening proficiency. The students were asked to go through question number one to ten before playing the cassette. Hence, the researcher knew that the informants were familiar with the tasks. After that the researcher requested them to listen to the cassette carefully. After listening to the text they were supposed to do the given tasks. Then the recorded material was played only one time. After they completed the test, the answer sheets were collected and another sheet of test items was given to them. The same process was followed to the rest of the questions.

Likewise, the researcher collected the relevant data. Then the researcher left the room thanking his testes for their kind participation and co-operation. Then the answers were checked, and each correct answer was assigned one mark.

2.6 Limitations of the Study

The study had following limitations:

- a. The study is limited to 120 students of four streams of TU Campuses in Katmandu only.
- b. The population of the study is limited to the PCL first year students of Katmandu valley of the above mentioned streams.
- c. Only listening comprehension ability is tested, the informants are not penalized for their grammatical and punctuation mistakes while writing answers to the test items.
- d. This study is confined to IELTS listening only.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

Having collected the data, the answers given by the informant's were assigned marks (one mark was assigned for one correct answer and no mark was assigned for incorrect answers) to them, the marks obtained by the test takers were grouped in accordance with the strata in which they belong to. In order to show the listening proficiency of the targeted group, mean (average) was calculated (see the formula in Appendix).

Then the scores obtained by the students were analyzed and interpreted in terms of following IELTS Band Score table of listening:

Score	Band Score
1	1
2 to 3	2
4 to 9	3
10 to 16	4
17 to 24	5
25 to 32	6
33 to 37	7
38 to 39	8
40	9

Though different institutions recognize different IELTS Band Scores, the average band score accepted by the majority of the institutions is 6.0.

The data have been presented and analyzed under the following the headings:

3.1 Proficiency in Listening Comprehension of Students as a Whole

This section deals with the overall proficiency in listening comprehension of the students of all the selected campuses as a whole.

TABLE - 1

No. Of students	F. M.	F. Of C.R	Mean	Percentage
120	4800	2276	18.96	47.41

The table given above represents that the average proficiency in listening comprehension of the students of all the campuses as a whole. Looking of their frequency of their correct responses, they are found to have obtained 2276 marks out of 4800 full marks with the mean 18.16. Their average proficiency in listening comprehension is determined to be 47.41 percent. On the basis of IELTS band score table of listening, they have achieved 5-band level. This is below the band level generally accepted by most of the intuitions in English speaking countries.

3.2 Holistic PLC of Students of Streams under Study

TABLE - 2

S.N	Streams	PLC in Percentage
1	Faculty of Management	39.83
2	Faculty of Education	58.5
3	Faculty of Science and Technology	50.41
4	Faculty of Humanities and Social Sciences	40.91

The table above percents that the PLC of students of Faculty of Education is determined to be 58.5%, which is the best percentage of all as Faculty of Management, Humanities and Science and Technology have got 39.83%, 40.91%, and 50.41% respectively. It states that the students of education are the most proficient of all.

Furthermore, it presents that students of management have been found to be the least proficient as their average PLC is determined to be 39.835%

3.3 Sex - wise Comparison of PLC as a Whole

TABLE - 3

Sex	No. Of Students	F. M.	F. Of C.R.	Mean	Percentage
Male	60	2400	1091	18.18	45.45
Female	60	2400	1185	19.75	49.37

The table given above shows that female student has obtained 1185 marks out of 2400 full marks. The mean is 19.75, and the percentage is 49.37 whereas the male students have obtained 1091 marks out of 2400 full marks. The average marks they have obtained is 18.18. So their proficiency in listening comprehension is determined to be 45.45 percent. According to the IELTS band score both the groups have achieved 5 band levels which is below the average band level generally accepted by most of the institutions in English speaking countries.

So the proficiency in listening comprehension of the female students is found to be slightly higher than that of male students as a whole. The former group has excelled the latter one by 3.92 percent.

3.4 Faculty Wise Comparison of PLC of Students in term of Nature of Text Types

The following table shows text wise comparison of PLC of students in terms of faculties

TABLE - 4

Faculty	No. Of students	Text type	F.M.	F. Of CR	Percentage
Faculty of Management	30	Tick the best answer	360	101	28.05
		Short answer questions	150	74	49.33
		Fill in the gaps	240	88	36.66
		True or false	180	121	72.22
		Matching	150	72	48.00
		Instructing	120	32	26.66
Faculty of Education	30	Tick the best answer	360	159	44.16
		Short answer questions	150	89	59.33
		Fill in the gaps	240	96	40.00
		True or false	180	154	85.55
		Matching	150	116	77.33
		Instructing	120	65	54.16

Faculty of Humanities and Social Sciences	30	Tick the best answer	360	151	49.94
		Short answer questions	150	85	56.66
		Fill in the gaps	240	73	30.41
		True or false	180	114	63.33
		Matching	150	74	48.00
		Instruction	120	45	37.5
Faculty of Science and Technology	30	Tick the best answer	360	151	50.27
		Short answer questions	150	83	55.33
		Fill in the gaps	240	100	41.66
		True or false	180	134	74.44
		Matching	150	86	57.66
		Instruction	120	61	42.29

The table presented above shows the mixed result in the sense that none -of the faculty obtained highest parentages in the different kinds of tests. The table presented above shows that students of Faculty of Science

in terms of tick the best answer have obtained 50.27%; hence they have excelled the students of Faculty of Management, Education and Humanities and Social Science, which have secured 28.05, 44.16 and 49.94 percentage.

Similarly, in terms of short answer questions, students of Faculty of Education have obtained 59.33% whereas students of Faculty of Management, Science and Humanities and Social Science have secured 49.33%, 55.33% and 56.66%. Hence, students of Faculty of Education have the highest score in terms of short answer questions.

Likewise, in terms of fill in the blanks, students of Faculty of Science have obtained 41.66% whereas students of Faculty of Education, Humanities and Social Science and Management have obtained 40.00%, 30.41% and 36.66% respectively. Hence, students of science have the highest score in terms of fill in the gaps.

In terms of true or false, students of Faculty of Education have 85.55% whereas students of Science, Humanities and Social Sciences and Management have obtained 74.44%, 63.33% and 67.22% respectively; hence, students of education have the highest PLC than those of other faculties.

Finally, in terms of instructing, students of Faculty of Education have obtained 54.16% whereas students of Science, Humanities and Social Science and Management have obtained 50.83%, 37.5%.and 26.66% respectively. Hence, students of Faculty of Education have the highest score.

3.5 Comparison of PLC of Students in Faculties in terms of Sex as a Whole

The table below shows sex wise PLC of students of facilities under study.

TABLE - 5

Faculties	Sex	No. Of Students	F.M.	F. of C.R.	Percentage
Faculty of Education	Male	15	600	316	52.66
	Female	15	600	386	64.6
Faculty of Science and Technology	Male	15	600	320	53.33
	Female	15	600	285	47.5
Faculty of Humanities and Social Sciences	Male	15	600	243	40.5
	Female	15	600	248	41.33
Faculty of management	Male	15	600	212	35.33
	Female	15	600	266	44.33

The table presented above shows that the PLC of students in Faculties in terms of sex as a whole. According to the table, in the Faculty of Education the male students have secured 316 marks, out of 600 full marks whereas the female students have secured 386 marks. Hence, the female students have excelled the male students.

Likewise, in the Faculty of Science and Technology male students have obtained 320 marks out of 600 full marks whereas female students

have obtained 248 marks. Thus, male students have excelled the female ones.

Similarly, in the Faculty of Humanities and Social Sciences, male students have obtained 243 marks out of 600 full marks whereas female students have obtained 248 marks. Hence, female students have slightly better proficiency than their counterparts.

In the same way, in the Faculty of Management as well female students have better proficiency in listening comprehension. They have obtained 266 marks out of 600 full marks whereas male students have obtained 212 marks.

From this table what we can say is that, on the whole, female students have better proficiency in listening with the mean 19.75 and their percentage is 49.37 whereas male students were less proficient with the mean 18.18 and their percentage is 45.45. Hence, the former group has excelled the latter one.

3.6 Individual Stream -wise PLC of Students

This section deals with the overall PLC of the students in all the streams under study.

3.6.1 PLC of Students of Faculty of Education.

TABLE - 6

No. of students	FM	F. Of CR	Mean	Percentage.
30	1200	702	23.4	58.5.

The above table represents that students of Faculty of Education have obtained 702 marks out of 1200 full marks. This shows that their proficiency is 58.5% with the mean 23.4. Hence; they have better proficiency in listening than other faculties on the basis of IELTS.

3.6.2 PLC of Students of Faculty of Management

TABLE - 7

No. Of students	F.M	F. Of CR	Mean	Percentage
30	1200	478	15.93	39.83

According to this table, students of Faculty of Management have secured 39.83% with the mean 15.93. Out of 1200 full marks, they have got 478. They are less proficient in listening comprehension than the students of education stream on the basis of the IELTS test band score.

3.6.3 PLC of students of Faculty of Science and Technology

TABLE - 8

No of students	F.M.	F. Of CR	Mean	Percentage
30	1200	605	20.16	50.41

The above table represents that students of Faculty of Science and Technology have obtained 605 marks out of 1200. This shows that their proficiency is determined to be 50.415 with the mean 20.16. Hence, they are found a bit below the listening proficiency requirement on the IELTS band score.

3.6.4 PLC of Students of Faculty of Humanities and Social Sciences

TABLE NO - 9

No. of students	F.M.	F. of CR	Mean	Percentage
30	1200	491	16.36	40.91

According to this table, students of Faculty of Humanities and Social Science have scored 491 marks out of 1200. This shows that their proficiency is determined to be 40.91% with the mean 20.16. Thus, they are found to be less proficient in listening comprehension on the basis of the IELTS test band score.

CHAPTER – FOUR FINDINGS AND RECOMMENDATIONS

4.1 Findings

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

1. The average Proficiency in Listening Comprehension of PCL students has been found to be 47.41% i.e.5 band level according to the IELTS Band Score. This is below the band level generally accepted at the International level. So, their proficiency is not satisfactory.
2. The listening proficiency of the students belonging to different streams is as follows:

Level	Streams	Average Listening Proficiency (in Percent)
PCL First Year	Education	58.5
	Humanities	40.91
	Science	50.41
	Management	39.83

3. The female students as a whole are found to be slightly more proficient in listening comprehension than their male counterparts. The former group of students has excelled the later one by 3.92%
4. Faculty wise, students of Faculty of Education have obtained more percentage than those of Faculty of Management, Science and Humanities and Social Sciences.

5. Among the six different listening texts, the students have shown the highest proficiency in 'true or false' with 65.18% and the lowest in 'showing the direction with 40.15%'

4.2 Recommendations

On the basis of the findings obtained from the analysis of the data some recommendations are made with a view to develop listening comprehension proficiency of students.

1. The study shows that the overall proficiency of the learners reveals that they need to improve their listening skills to a considerable extent. As far as possible, the students should be given ample opportunity to listen to the English cassettes having native speakers' voice so that they can get themselves familiarized with the native speakers' voice.
2. It is found that the students of PCL are below the average according to the IELTS band score. So that, it would be better to include listening skill in the evaluation scheme by allocating some marks as it is in SLC. This will help to improve proficiency in listening comprehension of the students.
3. It suggests that listening test should be conducted in the classroom time and again so that the students will be encouraged to listen to authentic texts or programmes by native speakers'.
4. In addition to the listening exercises included in the course, some additional tasks such as listen and make notes, listen and pass the information; listen and discriminate etc. should be given.
5. Given the fact that this research work is limited to only 120 students of PCL first year of different streams in Katmandu valley, the findings of this study cannot be claimed to be complete in

them. It is, therefore, desirable to carry out further research in this area involving more number of campuses and students.

6. This study suggests that relatively more emphasis on listening comprehension should be given to PCL students, especially the students of Management and Humanities and Social Sciences.
7. Test Preparation Centers, Materials Designers and Lesson Planners of IELTS have to focus on the teaching modules that significantly help students develop their proficiency in long conversations rather than short ones.

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48. APPENDIX-I

49. Tape scripts of Question No.1-10

50. PRACTICE TEST-1

51. SECTION 1

52. R Receptionist

53. W Woman

54. P Police

- 55.R: Good evening, City Police Station. Can I help you?
- 56.W: Oh hello, I'd like to report a stolen briefcase, please?
- 57.R: Just a minute and I'll put you through.
- 58.*Repeat*
- 59.P: Lost property .Can I help you?
- 60.W: Oh, yes. I have had my briefcase stolen.
- 61.P: OK...I'll take some details...Tell me what it looks like first of all.
- 62.W: Well...it's a soft leather one, you know if not a heavy box-type like a man's.
- 63.P: Mmm...and how does it close?
- 64.W: It's got buckles at the front...two of them. They're gold -plated ones.
- 65.P: Fine...Was it locked?
- 66.W: No, I'm afraid not.
- 67.P: Never mind. Any distinguishing features?
- 68.W: Pardon?
- 69.P: Any marks or badges on it that make it out?
- 70.W: Only the brand name.
- 71.P: And where's that?
- 72.W: It's on the back... at the bottom in the left-hand corner. It's Sagi. Oh and there's a scratch...it's quite bad but small ...directly above the brand name .I did it recently putting it on my bike.
- 73.P: Right, got that, so, what did you have inside the briefcase?
- 74.W: Well-all my papers, from college. It's so frustrating but, thank goodness for computers, I haven't lost them completely!
- 75.P: Yes, you're lucky.

- 76.W :I had my wallet in my pocket so I didn't lose that but there was my pens which I got for my birthday and a novel I was planning to read on the train.
- 77.P: Right. Where exactly did you lose the briefcase?
- 78.W: Well...I couldn't believe it. I was standing on the platform...it was right next to me.
- 79.P: You were holding it?
- 80.W: I'd just put it down on the floor but I could almost feel it beside me. I was watching for my train because sometimes it comes early and then next time I looked, my briefcase wasn't there.
- 81.P: And what time was this?
- 82.W: Ah...it was...it must have been about 5.20...no a bit later. I'd say 5.30because it was just getting crowded and the train normally comes at about twenty-five to six.
- 83.....
.....P: Right, if you'll just give me some personal detail...
- 84.W: Yes.
- 85.P: What name is it?
- 86.W: I'm Mary Prescott.
- 87.P: Can you spell that?
- 88.W: Yes, it's P-R-E -S-C-O-T-T.
- 89.P: And your address?
- 90.W: Flat 2.41, Fountain Road. Canterbury.
- 91.P: Fountain Road.
- 92.W: Yes, number 41.
- 93.P: And have you got a contact telephone number?
- 94.W: Yes, it's 7-5-double 2-3-9.

95.P: 7-5double 2-3-9.Fine .One last question-what would you say the value of your brief case.

96.W: Including the contents?

97.P: Yes .Just a rough estimate is fine.

98.W: I'm not sure. Well, the briefcase itself is quit new: I bought it last month for £40.I suppose about £65.The contents are worth about 20 or 25 pounds at least.

99.P: That's fine. We, if you could come down to the station tomorrow, you can sign this form and have a look at what we've got here.

100. W: O K thanks. Bye.

101. P: Goodbye.

102. Tape scripts of Question No.11-21

103. SECTION 2

104. *Newsreader:* This is the 6 o'clock news for Tuesday 25November. And first the headlines:

105. The prime Minister has promised to help the drought: stricken farmers in the northern part of the country that haven't seen rain for nearly two years. And in Sydney a group of school children are successfully rescued from a plane which landed in the sea shortly after take -off. Transport workers are on strike in Melbourne over a pay claim and the strike looks set to spread to other states. And on a fashionable note, there's to be a new look for the staff of QUANTAS. Australia's national airline.

106.
.....The prime Minister has pledged today that he will make two hundred and fifty million dollars available to help the drought stricken farmers who have not seen rain for years, get

thought the next five years. Many that was to have been spent on the re-structuring of the Sydney' s road system has been re-allocated to what the Prime Minister described as a more worthy cause. Farmers are to receive financial assistances to help see them through the worst drought in over 50 years. Many farmers feel that while the money is welcome it has come too late to save them and their farms from financial ruin and are angry that the government did not act sooner.

107. A group of school children who were traveling in a privately chartered aero plane from Sydney to Queensland to take part in a musical concert found themselves swimming for the shore when their aero plane had to land in the sea just three minutes after taking off from Sydney airport. The pilot managed to bring the aircraft and its 50 passengers down safely in the calm waters of Botany Bay where boats and pleasure craft were able to come to the rescue of the boys. The fact that it was a weakened meant that there were hundreds of boats in the bay enjoying the good weather and this undoubtedly helped the rescue operation.' We owe our lives to the skill of the pilot'. Said one of the boys, but the pilot replied modestly that it was 'all part of a day's work.' However, all their musical instruments were lost and they never got to play at their concert.

108.

109.

110.

111. Tape scripts of Question no. 22-31

112. SECTION 3

113. M Male student

114. F Female lecture
115. M: Hello, can I come in?
116. F: Oh yes, come in. How can I help you?
117. M: I was looking for the Economic office. I've been all over the Arts Faculty building looking for it but I could only find the school of Accounting and Economic History. Is this the right place?
118. F: Yes, this is the school of Economic s.
119. M: Oh good. Um, I'm a new students and I was wondering if someone could give me some information.
120. F: Well I might be able to help. I lecture on that program. What do you need to know?
121. M: Quite a few things. Actually, Firstly, how many lectures a week do I have to attend?
122. F: Ah, well, the economic course is a double unit so there are two lectures a week and one tutorial. The lectures are schedule for Tuesday and Thursday.
123. M: What time?
124. F: Let me see ... You know this information is in the handout which you should have received yesterday at the orientation meeting.
125. M: Oh, was their a meeting yesterday? I did not know about that no one mentioned
126. F: Yes, there was, but never mind. Now lectures are at four in the afternoon.
127. M: Fours a bit late. I've got a part time job that starts at four thirty.

128. F: Well you can't be in two places at once, can you, and attendance at lectures is necessary. We expect at least 90% attendance at this university, you know.

129. M: 90%! That's high. Do they enforce that rule?

130. F: Yes, We do were pretty strict about it actually.

131. M: And what times have been set down for the tutorials-do you have that information?

132. F: That's a very well attained course so there are a number of tutorial times. Monday, Wednesday& Friday, all at 9 o'clock. Yours will be allocated the first lecture.

133. M: Can't I choose the time?

134. F: May be not. You'll have to talk to the lecture on the course. Dr. Roberts is his name.

135. M: Oh, Ok.

136. F: That's fine. See you next week then.

137.

138.

139. Tape scripts of Question No. 32-36

140. SECTION 4

141. Lecturer:

142. Good morning and welcome to the University of Westland's. My name is Marcia Mayhew and I'm the co-coordinator of the Bachelor of Social Science degree. This morning I'd like to tell you about the structure of the university and about some of the requirements of the degree that you're about to enter. The Bachelor of Social Science is in one faculty within the university; that's the faculty where I work; known as Arts and Social Sciences. Here on

this campus we also have the faculties of Architecture, Law and Sciences and Technology among others.

143. It's important to know something about the structure of the faculty because, as you go through your course, you may need to call on members of the staff to help you.

144. At the top of the faculty we have a dean and below the dean we have three divisions: each division has a division head and your degree is located in the division of social sciences. Within each of the divisions, there are the departments and each of these offers the different degrees. For instance, two of the department which offers the major subjects for your award is sociology and psychology. Each has a department head but for practical purpose, the people you are going to see the most of are myself as co-coordinator of the social sciences degree and the actual lectures who are teaching the subjects: psychology, social, history and economics.

145. If you have any problems or difficulties, not that I'm anticipating you well, but you never know, then you should go and see your lecturers. For instance, you may find that you can't meet a deadline for an essay or perhaps you're having problems with attendance. These seem to be the two most common problems that students face.

146. Tape scripts of Question No. 8

147. SECTION.1

148. M Male students

149. F Female students

150. C Clark

151. M how do you come to the university each day? Train or bus do you have a car?

152. F: Oh. I always walk- I haven't got a car & anyway I live quite close. Repeat
153. M: Do you know anything about parting rights on the campus?
154. I was wondering whether students are allowed to park their cars on the campus or not?
155. F: Yes, I think it's possible for post graduate students but not for undergraduate students.
156. M: That dissent's seen very fair.
157. F: No I suppose not, but there simply isn't enough room on the campus for everyone to park.
158. M: Do you need a parking permit?
159. F: Yes, I believe you do.
160. M: Where do I get that from?
161. F: I think you can get a parking sticker from the administration office.
162. M: Where's that?
163. F: It's in the building called Block G. Right next to block E
164. M: Block G?
165. F: Yeah.
166. M: Oh right. And what happens to you if you don't buy a sticker? Do they clamp your wheels or give you a fine?
167. F: No, I think they tow your car away.
168. M: Oh really?
169. F: Yeah. And then they fine you as well because you have to pay to get the car back.
170. M: I'd better get the sticker then.
171. F: Yeah.

172. M: Where exactly is the administration office again? I'm new to this university and I'm still trying to find my way around.
173. F: Right. You go along Library Road past the tennis courts on your left and the swimming pool on your right and the administration office is opposite the car park on the left. You can't miss it.
174. M: So it, up library road. Past the swimming pool opposite the car park. Right, I'll go straight over there. Bye and thanks for the help.

175. APPENDIX-II

176.

177. Names of the Campuses Selected for the Study.

178.

179.

180. A. Mahendra Ratna campus, Tahachal, Kathmandu.

**181. B. Tri-Chandra Multiple Collage, Ghantaghar,
Kathmandu.**

**182. C. Saraswati Multiple Campus, Lekhanath marg,
Kathmandu.**

183. D. Public Youth Collage, Dhobichaur, Kathmandu.

184.

185. APPENDIX-III

186. Names of the Informants Involved in the Study.

S.N.	Name	Sex	F.M.-40 M.O.
1.	Renuka Mali	F	20
2.	Dipika basnut	F	17
3.	Rina K.C.	F	19
4.	Sweta kumari karna	F	24
5.	Sarita Dhakal	F	15
6.	Sabita pandey	F	23
7.	Rina Acharya	F	11
8.	Manuka Bhandari	F	20
9.	Pumpha KOirala	F	19
10.	Joyti Subedi	F	19
11.	Alina thapa	F	24
12.	Asmita Shakya	F	23
13.	Sita Tamang	F	22
14.	Sarita Gurung	F	15
15.	Indrawati Ghimire	F	14
16.	Upendra Prajuli	M	30
17.	Rabindra Maharjan	M	17
18.	Balaji Pd. Pandey	M	17
19.	Prashant Tamang	M	33
20.	Santosh Ogha	M	22
21.	Rohit pd. Bhatta	M	19
22.	Manju Shrestha	M	31
23.	Madhu Gire	M	19
24.	Aakash Kuwar	M	19
25.	Rajesh Devkota	M	20
26.	Bishnu Mainali	M	13
27.	Laxmi Pakhrin	M	23

28.	Prahalad Koirala	M	17
29.	Neha Lama	M	20
30.	David Magor	M	20
31.	Rupa thapa	F	25
32.	Sita Banjade	F	31
33.	Rupa Gurung	F	27
34.	Mandira Sunwar	F	28
35.	Bimal Bral	F	27
36.	Sonu K.C.	F	32
37.	Mina poudel	F	31
38.	Kabita khalal	F	28
39.	Sanju Nepal	F	24
40.	Janaka K.C.	F	20
41.	Sandhya Bhattari	F	19
42.	Laxmi Lama	F	27
43.	Susma Dangol	F	19
44.	Sanu shrestha	F	20
45.	Kalika Tamang	F	28
46.	Thakur Rai	M	23
47.	Pd. Gautam	M	25
48.	Dewaraj Rai	M	19
49.	Min Raj Pokheral	M	19
50.	Suman Rai	M	26
51.	Tirtha Bdr. Shrestha	M	22
52.	Mahendra Younjon	M	18
53.	Mohit Shai	M	23
54.	Khagendra Bdr.magar	M	22
55.	Kuber karki	M	20
56.	Aakasha Rai	M	20
57.	Sonam Balami	M	19

58.	Kapil Tiwari	M	21
59.	Hari Chettri	M	17
60.	Manish Thapa	M	22
61.	Pardip Pandey	M	12
62.	Umesh Khadka	M	13
63.	Saroj Adhikari	M	12
64.	Dinesh Kuikel	M	13
65.	Puskar Roka	M	15
66.	Dhiraj Khatri	M	9
67.	Chhiring Sherpa	M	13
68.	Parbin Silwal	M	17
69.	Govinda Shrestha	M	19
70.	Sunil Thapamagar	M	14
72.	Tenzing Sherpa	M	13
73.	Saroj Shrestha	M	14
74.	GaneshG.C.	M	19
75.	Roshan Tamang	M	15
76.	Bibika Regmi	F	12
77.	Neha Maharjan	F	13
78.	Sudha Pokheral	F	15
79.	Nappu Sherpa	F	9
80.	Manisha Dhungana	F	12
81.	Prativa Shrestha	F	16
82.	Nisha Bardewa	F	23
83.	Sunita Tamang	F	26
84.	Niru Aryal	F	26
85.	Rupa Jha	F	18
86.	Asmita Bohara	F	19
87.	Dimplesing Younjan	F	16
88.	Sarita Limbu	F	22

89.	Sita lama	F	19
90.	Saraswoti Adhikari	F	20
91.	Ganesh G.C.	M	18
92.	Dhurba Pokharal	M	10
93.	Prem Pd. Pandey	M	13
94.	Tek Bdr. saudi	M	15
95.	Ram Pd. Rimal	M	12
96.	Hum Lal Bhusal	M	14
97.	Arabindra Lama	M	17
98.	G.B. Gautam	M	14
99.	B.B. Rai	M	23
100.	Binod Basnut	M	23
101.	Sailendra Singh	M	15
102.	Laxmi Devkota	M	12
103.	Narayan Shretha	M	21
104.	BabuRam chatri	M	16
105.	Shiva Lama	M	20
106.	Bijaya Lama	F	13
107.	Saradha Thapa	F	16
108.	Nima Tamang	F	14
109.	Rashmi Khadka	F	12
110.	Bhakti Khadka	F	14
111.	Rajani Pandey	F	14
112.	Pardepa Maharjan	F	17
113..	Manendra Khatiwa	F	14
114.	Roshana Paudal	F	29
115.	Raj kumari Rai	F	16
116.	Bhawana Rupakoti	F	20
117.	Prashuma Ghimire	F	16
118.	Saraswati Tamang	F	20

119.	Jamuna Pun	F	15
120.	Anju Lama	F	18

187.

188. APPENDIX-IV

189. **Marks Obtained by the Informants in terms of Variables:**

190. **1. Faculty of Management**

S.N.	M.O.(x)	F	FX
1.	9	2	18
2.	12	4	28
3.	13	5	65
4.	14	3	42
5.	15	3	45
6.	16	2	32
7.	17	1	17
8.	18	1	18
9.	19	4	76
10.	20	1	20
11.	22	1	22
12.	23	1	23
13.	26	2	52
		N=30	fX=478

192.

$$\bar{X} = \frac{\sum fX}{N} = \frac{478}{30}$$

193.

$$= 15.93.$$

194. Average proficiency in percent

$$= \frac{15.93}{40} \times 100$$

195.

$$= 39.83\%$$

196.

197. **2. Faculty of Science and Technology**

S.N	M.O (X)	F	FX
1.	11	1	11
2.	13	1	13

3.	14	1	14
4.	15	2	30
5.	17	3	51
6.	19	7	133
7.	20	5	100
8.	22	2	44
9.	23	3	69
10.	24	2	48
11.	30	1	30
12.	31	1	31
13.	33	1	33
		N=30	fx=605

198.

199.

$$\bar{X} = \frac{\sum fx}{N} = \frac{605}{30}$$

200.

$$= 20.16$$

201.

Average Proficiency in Percent $\square \frac{20.16}{40} \times 100$

202.

$$= 50.41\%$$

203.

204.

205. **3. Faculty of Humanities and Social Sciences**

S.N.	M.O.(X)	F	FX
1.	10	1	10
2.	12	3	36
3.	13	2	26
4.	14	6	84
5.	15	3	45
6.	16	4	64

7.	17	2	34
8.	18	2	36
9.	30	3	60
10.	21	1	21
11.	23	2	46
12.	29	1	29
		Total N = 30	fx = 491

206.

207.
$$\bar{X} = \frac{\sum fx}{N} = \frac{491}{30}$$

208.
$$= 16.36$$

209. Average Proficiency in Percentage =
$$\frac{16.36}{40} \times 100$$

210.
$$= 40.91\%$$

211.

212.

213. **4. Faculty of Education**

S.N.	M.O.(x)	F	FX
1.	17	1	17
2.	18	1	18
3.	19	5	95
4.	20	4	80
5.	21	1	21
6.	22	3	66
7.	23	2	46
8.	24	1	24
9.	25	2	50
10.	26	1	26
11.	27	3	81
12.	28	3	84

13.	31	2	62
14.	32	1	32
	Total	N=30	fx=702

214.

215.

$$\bar{X} = \frac{\sum fX}{N} = \frac{702}{30}$$

216.

$$= 23.4$$

217.

Average proficiency in percent

$$= \frac{23.4}{40} \times 100 = 58.5\%$$

218.

219.

220.