

Challenges that Bangladeshi Examinees Face During IELTS Listening Test

By

Jannatul Mawa

ID: 19203017

A thesis submitted to the department of English and Humanities in partial fulfillment of the requirements for the degree of Bachelor of Arts in English

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

Jannatul Mawa

19203017

Approval

The thesis titled “Challenges that Bangladeshi Examinee Face During IELTS Listening Test” submitted by Jannatul Mawa of Fall 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelor of Arts in English.

Examining Committee:

Supervisor:

(Member)

Nazah Farhat
Senior lecturer, Department of English and Humanities
Brac University

Department Head:

(Chair)

Professor Firdous Azim, PhD
Chairperson, Department of English and Humanities
Brac University

Dedication

I would like to dedicated this piece of work to my parents. I would never complete my degree without their support and love.

Acknowledgement

I would like to start by expressing my deep gratitude to Allah who has blessed me with sound health and strength during my journey of research. Afterward, I am affably grateful to my supervisor Ms. Nazah Farhat. I am overwhelmed by her support, guidance, care and feedback throughout the journey. I am grateful to all of our respected faculty members of BRAC university who have made me capable to write a paper from the very beginning of my under-graduation journey. Furthermore, I appreciate the participants who gave their valuable time and helped me to collect data. Last but not the least, my heartiest gratitude to all of my friends who have always encouraged me and gave limitless mental support to fulfil my degree.

Abstract

The study deals with the challenges examinee face during IELTS listening test. The study is conducted only focused on the context of Bangladesh. The objective of the research is to figure out the major difficulties which the Bangladeshi examinees suffer in terms of IELTS listening module. Considering English speaking context, IELTS is the most reliable measure to evaluate Language proficiency. It has a great value on job sectors, as well as immigration purpose and so on. It is one of these tests which focus all four aspects of language learning. (Reading, writing, speaking and listening). However, in this paper the researcher has only concentrated in listening part. Qualitative research method has been adopted for the research. Twenty participants have been selected for the research to collect primary who have taken part in IELTS test previously. After collecting and analysing primary data, the researcher has explored the common challenges of IELTS listening test. Secondary Citation is also used to claim the supports. Lastly few effective recommendations are also added depending on participants' opinions. The researcher is concerned about the ethical issues. The information of the participants has been used with their consent and proper citation has been given for the secondary data.

Key words: IELTS. Listening, test, challenges, Examinee, language.

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Chapter 1

Introduction

1.0 Introduction

English has been recognized as the international language for so long. However, the demand of the English learners is increasing remarkably all over the world, especially the English-speaking contexts. Proficiency in English is highly praised in terms of commerce, trade, science, politics communication and were not. Even, third world country like ours is focusing noticeably to increase proficiency in English. As we are living in a global world, immigration has become a common trend in the world. Nowadays, people have a probability of immigration in better country for study, jobs and also in wish of living a better life. However, if anyone wants to shift in an English-speaking context, he must prove his proficiency in English. In that case, IELTS is considered as a renowned and reliable measure to evaluate English proficiency. Not only for immigration purposes, it has a great value on job sectors too.

IELTS contains four sub-components which are reading, writing, speaking and listening; and all of these are equally weighted. The IELTS examination is usually held on two separate days in a specific Centre. After the paper-based sections like writing, reading and listening test finished, speaking test is held through an interview session. Evaluating the all four band scores, an overall band score is measured. This process fulfils the characteristics of a test like validity, reliability, practicality and washback in many ways. Since it is a huge concept to analyse, this paper is merely focused on the listening part rather than all three parts. In this paper, the researcher wants to explain the challenges that the examinees of Bangladesh face during IELTS listening test.

1.1 Background Information

Evaluating the overall English skill of examinees is a stimulating and difficult matter; the reason maybe it is not that flexible to sought out all answers, because it contains several types of interrelating mechanisms and subcomponents for example: reading, speaking, listening, and writing (Hamp-Lyons, 1990). As IELTS is related to giving people more standard and distinction which is related to their real life, the exam controlling organisations are becoming more concern to provide the evidence that they are controlling the quality of this test properly, to preserve the reliability and validity of the test towards all over the world (Shaw, 2007). As the demand of IELTS is increasing, the apprehensions intended for the excellence of the inferences strained from its effectiveness besides what and how it in fact procedures, in terms of applicant's aptitude, is now a significant concern. Weir (1990) thinks that, though assessments are usually taken to evaluate diverse linguistic proficiency jointly, nothing but direct the tests which are pretended through reliable communication activities. These tests replicate genuine reliable forthcoming communication. Consequently, while arranging and creating assessment activities, related authorities should be careful about the fact that the test contains entire expanses of linguistic usage additionally, it must comprise the apprentices in genuine verbal practice in forthcoming circumstances (Gilfert, 1996)

1.2 IELTS Format (Listening)

IELTS is classified in two varieties which are academic IELTS and general IELTS. People who want to apply for higher education or professional registration usually attempt for academic IELTS. On the other hand, General IELTS attempts the people who wants to migrate in Canada, UK and Australia as a proof of their English language ability; moreover, sometimes as an experience in English speaking atmosphere. Both academic and general

IELTS is arranged based on reading, writing, speaking and listening skills. For the listening part, different kinds of native language accent like British, American or Australian is used.

IELTS listening part is designed in such following manner:

Listening (30 minutes, 40 questions)

The listening section has different task types:

- Multiple choice – proposes to evaluate that how clearly the test taker has understood the listening video.

There might questions with three possible answers. or another type is like-

Question may start with a blank and three possible options to fill up absolute the sentence.

Examinees have to choose the right response from the options.

- Matching – measures the listening ability the applicants in details that how much he understands the data in a certain discussion. It can also be functioned to assess examinee's competence to recognize acquaintances besides relationships amid actualities in the listening document.

- The candidates have to find out the matching answers after listening the given audio to which are listed in the question paper.

- There will be chart, illustration classification, memorandum, summary, conclusion to measures the capacity to comprehend. for instance-there will be an explanation of a residence, and to narrate it to a graphic illustration. This might take in to trail verbal uttering altitudinal associations in addition to instructions.

The candidate may have to finish marking on a diagram of a house map

or plan of a portion of apparatus. The responses are typically designated as of a incline on the given question.

Chapter 2

Literature Review

This chapter briefly describes authenticity, test materials, test tasks, test situations, test validity, test reliability and washback of IELTS listening test. Moreover, few previous studies related to listening comprehension done by scholars are also included in this chapter.

2.1 Authenticity of IELTS Listening Test

Authenticity Should be always the main concern of linguistic assessment scholar. According to Bachman, (1990) there are two characteristics of authenticity of linguistic testing which are – “authenticity as real-life language use and authenticity as interactive language use”. The first one gives attention on spread over language, for example- day-to-day terminologies in testing. Besides, the second one highlights the forthcoming purpose of linguistic assessment. The term “authenticity of language testing” denotes the resemblance amid the topic that the test taker practices while giving exam besides the linguistic he applies in his real life, which is known as the gradation of amalgamation of linguistic assessment also etymological statement. In others worlds the language one uses in regular life, the same language he has to face on the language test, moreover the task should be related to his practical life then the evaluation measures of his presentation have to be constructed on to what step he has completed the given activities and accomplished the goalmouth of operative communication. In this paper I will highlight the genuineness of IELTS listening examination in these ways—testing materials, testing tasks and testing situations individually.

2.2 Testing Materials

There are four segments in IELTS listening component and each of the segments contains ten questions. Among these four sections the first two sections are designed based on societal requirements. There is a discussion amid two utterers in the first section then the next section is a speech. After that, the final two sections are functioned by keeping in mind the circumstances which are interrelated to educational backgrounds. In the similar way, the next segment is a discussion amongst up to 4 persons and the latter one contains a speech.

However, the topics covers in IELTS listening materials are mostly taken from the real-life example so that the test examinee can practice these in future in their professional life or after immigrating in foreign countries. Moreover, the materials also measure that whether the applicant has the capacity or not to apply these skills in future. Additionally, through the materials, the replication the spoken structures in realistic communication are also portrayed. For example, we continuously face pauses, repeat, slip of tongue while talking, no matter we are using our native language. When we talk there is more than thirty present pauses and hesitancy contains in our speech. We generally fill up these posses with ‘hmm’, ‘I mean ‘in such words. And these features are also reflected in IELTS listening part.

Furthermore, different kinds of English accents are used during IELTS listening exam. This is essential as it is realistic amid inherent English utterers. The examinee may find some accents easy or some accents very difficult to catch. Diversity of pronunciation may create confusion for the test taker to recognize words. However, this will help the test takers in future after immigrating a different native speaking country.

2.3 Testing Tasks

“One of the crucial aspects of task authenticity is whether real communication takes place; whether the language has been used for a genuine purpose”- task authenticity can be

denoted like this. Along with the resources, applicant has to complete more than seven activities. The tasks are like table, maps, notes, summary, charts, diagrams etc. It is superficial that IELTS practices numerous challenging tasks to observe examinees' linguistic capability. By monitoring these characteristics, we can identify IELTS listening task whether authentic or not. In my opinion, it is authentic. Because through finishing the difficult tasks, examinee's positive capabilities are experienced besides the discussed skills are correspondingly required in their actual lifespan.

2.4 Testing Situations

Several kinds of circumstances are accomplished through IELTS in terms of testing situations and all of these are occupied from our daily life. It contains mainly more than ten diverse situations. The interesting fact is that, all of the situations are met by test taker in any way through their lifecycle. Noticeably, it is a fruitful replication of the actual lifespan in terms of generating parallel or even exact circumstances in the examination to observe examinee's capabilities. In this way, the IELTS listening part is extremely trustworthy in the characteristic of testing situations.

In a nutshell, observing the above discussion, it can be said that IELTS listening assessment is moderately trustworthy in the viewpoints of testing materials, testing tasks and testing situations.

2.5 Test validity

Validity is one of the major characteristics of a good test. Brown (1998) denotes that validity exposes the degree and all the test essentially evaluates what it is hypothetical to evaluate and it is one the multifaceted principle in terms of a virtuous test. The validity of a test can be classified by – 'face validity', 'content validity,' 'criterion-related validity', also validity in marking.

First of all, the listening test can fall under face validity by considering its tester, tutors, arbitrators and examinees. A test which contains good face validity always preserve undergraduates' enthusiasm of knowledge. On the other hand, a bad face validity test sometimes brand apprentices put less determination into accomplishment, which also disturb the trustworthiness.

Furthermore, according to Hughes, (2003). "A test is said to have content validity if its content constitutes a representative sample of language skills, structures, etc, with which it is meant to be concerned". If we compare this quote with the listening test of IELTS, there is no doubt that it accomplishes the content validity effectively.

Third point is, by creating a comparison of the outcomes of the examination with the outcomes of approximately other standard procedures, criterion-related validity is gained. It involves simultaneous and analytical validity. The previous contracts by the judgment with another examination consequences composed at or approximately the similar time; one the other hand, the last with those at a meaningfully future period. Generally speaking, IELTS is such a test which forecasts the upcoming accomplishment of the applicants in linguistic characteristic in a mature manner. So, it can be presumed that IELTS listening test covers the criterion-related validity in a detail extent.

Last but not the least, validity in grading remarks that though the validity of a test is verified, the unacceptable grading may create the test inaccuracy yet. If we consider the listening test, an applicant can score zero to nine, it shows that applicants' stages are clear besides in force.

2.6 Test Reliability

Reliability is one more vital feature to measure test's quality. Reliability is such a degree with which test takers' true score is compared. Reliability is measured as per a method of the

rationality of scores achieved from several recital dimensions (Bachman & Palmer, 1996).

Bachman & Palmer (1996) announce that if two exact kinds of test taken in different place or date for different candidates, there should have same facilities and procedures for the both participants. The IELTS listening test follows same format of questions, timing and facilities for every exam in different settings.

As we know that IELTS listening tasks are designed based on the practical experiences, for this reason, the class room atmosphere will barely create any effect on examinee's mind, though it is a silent large room. One more fact is that. reliability has deep connection with student's mood which is known as student-related reliability. For example, on the exam date, if the student is in good mood, it may affect positively on his performance.

On the contrast, if for some reason, the participant's mood/health is not that good, it can be also a reason behind his poor performance in the test. So, it can be assumed that, health or mental complications can affect students' actual listening capability. Overall, as of the investigation overhead, the listening test of IELTS is comparatively valid and reliable in various features.

2.7 Washback

The word "washback" is also use as "backwash" in language study which has great number of verities explanations as per the scholars who has researched this topic (Bailey, 1999).

Buck (1988) explained washback in research on listening understanding assessment in Japan. He mentions-

The teachers and the learners always have common tendency which is, the teachers only focus on the topic which are important for upcoming exams and students are also interest only those specific topics. It happens mostly when the exam's outcome carries an essential

value in their future. They measure the success by the exam's score. The impact of the test on class room is essential no matter on positive or negative way.

The Positive Washback of IELTS Listening Test:

Indeed, listening test has many positive washback on features of instructors' and apprentices' mind, valuation, fillings and approaches. Firstly. According to teaching or learning psychology, many teachers and students acknowledged that at the beginning it creates at extreme pressure and anxiety while teaching or learning IELTS listening part. However, all these stresses go away if the students cut a goof figure.

In addition, in terms of teaching or learning assessment, the optimistic washback fibbed in that all of them recognized the practicality and requirement of IELTS listening examination by way of a linguistic dimension instrument that might be hired to observe their qualities and inadequacies in terms of linguistic training or education.

Furthermore, IELTS listening test applied positive washback on accenting inclusive verbal capacity subsequently maximum applicants recognized that it improved their training and knowledge fillings also definitely whispered the usefulness of reliable resources for example, BBC newscast and landings. In conclusion, equally instructors and apprentices completed hard work to syndicate exam-oriented besides capability-oriented education process determined through the optimistic washback of IELTS listening examination. As well as, it completed their education and knowledge supplementary systematic and effective.

2.7.1 The Negative Washback of IELTS

Along with positive washback a comprehensive test correspondingly has some negative belongings too, for the reason of somewhat completed or uncompleted. Though, the IELTS listening test does not contain that much remarkable negative washback on instructors and

apprentices compared to the positive washback. Usually, when the student's basic knowledge about language is very poor, it become very tough for the teacher to bring improvement gradually and help the student a good score in listening part, it can be considered as a negative washback. A sustaining performance in listening examination needs test-taking assistances and it binds tutors to organize extra lecture periods to exercise it. There is no uncertainty, the act distracts teachers' coaching scheduling and instruction techniques. Nevertheless, this becomes a encounter intended for tutors to recover the harmful effects then consequently prosper in compounding exam-orientation and capability-orientation.

One of the significant undesirable washback of IELTS listening examination is the struggle amongst learner's expectancy of accomplishment and their inactive education technique. Apprentices recognize visibly that they are not learning aimed at examination then their hearing understanding aptitude is the precedence, while their knowledge arrogance also knowledge impartial are effortlessly predisposed by examinations. For example, they sustain the efficiency of IELTS listening examination and pay this to improve their eavesdropping aptitude, but then again maximum of them denied, as soon as it is questioned whether listening segment is not compulsory on examination, will practice it somewhat further. The response displays solid propensity that apprentices select education methods for the examination more importantly.

2.8 Previous Studies Related to Difficulties in Listening Comprehension

Yousif (2006) conducted research named "Listening Comprehension Difficulties as Perceived". The study aimed to point out listening comprehension challenges of first year students in a foreign language class room. About fifty students of first year participated in this

survey who were majoring in English at Almajmah college. The survey was conducted through by short-ended questionnaire and interviews. The researcher explorer the difficulties and reason behind these as an outcome of the research. The main problems faced by the students were related to the listening resources, basic linguistic complications, physical setting and failure of attention.

Another research was conducted entitled “A Study of English Listening Problems and Listening Proficiency of Business at Bangkok University” by Anadapong (2011). This time 30 students of business discipline of Bangkok University took part on the survey. The main purpose of the survey was to encounter the major problems faced by the students in EFL listening. For data collection- questionnaire, IELTS test and interview was used. However, after completing study, lack of practice and lack of opportunity of expose was detected as one of the main problems.

Hamouda (2013) did a study on the students of Saudi Arabia to encounter their listening complications in English listening class room. Both qualitative and quantitative method was used to collect data. About 60 students participated in the survey who were mostly 20-22 years old and were doing their major in English. The researcher found the majors problems faced by Saudi EFL learners which are accent, lack of concentration, poor quality audio, anxiety.

Chapter 3

Methodology

3.0 Introduction

The chapter discusses briefly how the researcher had used methodology for this research. It firstly discusses the purpose of the study. After that, it progressively moves on the method used for the research. Moreover, the researcher also provides research questions which to be answered throughout the paper. The following section explains the purpose of study, research design, data collection; moreover, ends with limitations and ethical considerations of the study.

3.1 Purpose of the research

The research has been designed to document the difficulties Bangladeshi examinees face during IELTS listening exam. Moreover, researcher wanted to know that how much challenging the examinees think the listening part of IELTS. Furthermore, researcher wanted to identify the common weak and strong points of Bangladeshi IELTS examinees. Throughout the research the researcher has paid attention to examinees' IELTS listening test's experiences.

3.2 Research Design

For the study a definite design aligning with research questions has been followed to accomplish the goal of the research. The research question is given below:

1. What are the main difficulties that Bangladeshi IELTS examinees face during listening test?
2. Which part of this module they consider more difficult?
3. What are the main barriers to earn good score in listening part?

3.3 Setting of the Study

The study was conducted during Covid 19 pandemic and as result researcher has no option to collect the data by physically visiting the participants; instead of this, she had to use online platforms. However, the researcher has focused on the group of people who has been participated on IELTS for various purpose. The research was conducted only considering Bangladeshi context. Everyone belongs to Bangladesh.

The main setting of the study is the IELTS listening exam hall. The researcher is concern about the learners' listening activity to analyses her data.

3.5 Participants

List of Participants:

SL	Name	Age	Occupation
1	Mr Mahi	19	Student
2.	Mr Siam	24	Student
3	Mr Nazmul	25	Student
4	Mr Kayes	24	Student
5	Mr Taifur	23	Student
6	Mr Ananda	22	Student
7	Mr Jamil	32	Private job holder
8	Mr Sadman	25	Student
9.	Mr Aurko	21	Student
10.	Mr Faruk	26	Engineer

11.	Mr Manjur	28	Student
12.	Ms Samiha	22	Student
13	Ms Rezwana	21	Student
14	Ms Nahar	28	Student
15	Ms Sukriya	24	Student
16	Ms Rifa	24	Student
17	Ms Marzia	23	Student
18	Ms Azmeri	31	Teacher
19	Ms Sumaiya	27	Student
20	Ms Tasnuma	22	Student

3.5 Data Collection & Analysis

The researcher has chosen qualitative method for data collection. The questions are mostly open ended and opinion based. Due to pandemic, researcher cannot make it possible to take interview physically. The interviews have been taken Through google meet, zoom call and google form. Open ended questionnaire has been designed for the group of people who has been given IELTS However, after collecting data, researcher has observed all the answers carefully and has tried to relate those with theories.

3.6 Limitation of the study

The research has been conducted during outbreak of COVID 19, neither the researcher cannot visit any classroom physically nor able to take live interview. Moreover, due to limitation of time and opportunity the research can manage to focus only a small portion of participant.

3.6 Ethical Consideration

The researcher has tried level best to preserve the ethical value of the research. The researcher is always concern that the study does not harm the participant's ethical value at any cost. The interviews have been taken with their consent and ensured that there will be no misuse of these data. Moreover, the researcher is aware of giving proper citations for the secondary resources.

Chapter 4

Findings

4.1 Summary of findings from interviews

The interviewer firstly asked the reason behind taking IELTS to the interviewees. Most of them have answer that they took IELTS for studying abroad. Some of them mention that they only took part to judge their English skill, moreover IELTS band score has added an extra value on their CV. After that the researcher has asked them to share their experience of all four parts of listening test. The researcher is enough fortunate that all of the participants has shared their experience briefly with patience.

Moving forward, the interviewee is asked that which part of the listening module they find more difficult. Different participants have given different opinion about the fact. However, Majority of them have mentions about the last two parts. Mr Manjur mentions that, “the last two part contains complex conversation among three or four person which is really tough to catch”. In the reply of a question about the exam hall’s environment all most all of them agreed that the room’s environment increase the tension more. The air-conditioned room is extremely to cool beyond toleration; and pin point silence remains there. Some of the participants mention that they have faced technical difficulty at the beginning, though it was solved immediately; however; it made them nervous.

On a sudden point, the interviewer has asked the participants to point out their strong and weak points during test. The participants mention- patience, comprehensibility, punctuality

etc as their strong points and nervousness, lack of multi-tasking ability, exam-phobia, spelling mistakes, time management etc as their weak points. However, a huge number of participants have agreed that they are not expert at multi-tasking, which made their test more challenging.

Furthermore, many of the participants confess that, they gave less effort on listening module comparatively other modules. The lack of practice is one of the major causes of finding listening difficult during exam hall. The participants have mentioned the difficulties briefly which they face during exam, as per the request of interviewer. Moreover, they have explained some faults which have reduced their marks. They have also shared some common mistakes that the test takers frequently do, from their experience. At the end, the participants focus have given some suggestions to cut a good figure in listening test. Apart from that, as it has been a qualitative interview with open ended questions, the participants also added won points related to the topic beyond the questions of interviewer.

Chapter 5

Discussion

5.0 Challenges that Bangladeshi Examinees Face During IELTS Listening Exam

The following chapter describes the challenges that Bangladeshi examinees face during IELTS listening exam, by analysing the data received from the participants.

5.1. Accent

Different types of accents like British, American, Australian are used during IELTS listening test. The participants are obviously not familiar with all kind of accents. When they suddenly hear an unfamiliar accent during exam hall, it is difficult for them to cope up with a new accent immediately. Buck (2001) mentions that if a student is only familiar with American English and hear an unfamiliar accent like Indian English, will face difficult criticality in listening. At the same time, entire listening process will be in corrupt and unacquainted variations will make the comprehension incredible for the listeners.

Most of the participants mentions accent as a major challenge of IELTS during their interview. Many of them mentions that it is one of causes of marks reduction on listening test. One of the participants Mr Faruk mentions that, “As I frequently watch BBC news, some English movies of American and British accent and watch YouTube videos of Indian content creators with Indian English accent; I am quite familiar with British, American and Indian English. Unfortunately, I was having trouble when I listened Australian accent during my listening test.” Faruk indicates, “during a listening test, in one video I had to listen a accent which I still cannot recognize that which accent was this actually. Somehow, I manage to

listen and answer, but it affected on my marks badly. Munro and Derwing (1999) stated that too many accented dialogues can lead to a significant decrease in understanding.

5.2. Vocabulary and Synonyms

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), listener may stop hearing an unknown word and stop listening other parts thinking of that particular word. Moreover, sometimes may unable to understand the main context because of just one unfamiliar vocabulary. Few participants like Mahi, Taifur and Siam also mentions this problem, that because of some unfamiliar vocabularies, they lose the track of hearing in some parts. Ms Rifa adds that, “I have learned so many vocabularies for the test. Despite of that I have found so many un familiar words in all sections. In reading, writing part I have overcome somehow as there was a few times to think. However, it was terrible in listening section to figure out the unfamiliar vocabularies.”

Another key point of IELTS listening test is synonyms. Different varieties of synonyms are used throughout the listening videos. If the listeners are not aware of all the synonyms of the words, they may not understand that in this audio it indicates the same thing in different words. For this reason, they have to memorise a huge number of synonyms.

5.3. Distractors

The information in the audio of the test is not straight-forward. Among the four parts of listening session, there are two parts which includes conversation of two or more persons. In these conversations, the listener will find information changes or distractors. The most concerning part is that, both correct and incorrect answers are included in the audios. The listener must judge before answer, that which one is correct answer, it is not like that he hears an information and take this as answer. Mr Sadman says that, “I had an audio which includes a conversation full of dates. For example, one person of the audio says its 18 July, another one says 21th July. I myself was puzzled to remember the right date while answering”

5.4. Spelling and Grammatical Mistakes

Graham (2006) said that “There are some other factors that increase learners’ listening comprehension problems such as restricted vocabulary, poor grammar, and misinterpretations about listening tasks.” Since participants have less amount of time to write, they make several spelling mistakes while writing in a hurry. Most of the time they do mistakes while writing long and complex spellings. For instance: “mischievous” is pronounced “mischievous despite the fact that the pronunciation is not different in this situation. The similar error happens when “Beginning” is mistyped as “Begining”. Sometimes examinees even do many simple spelling mistakes due to nervousness or lack of time. Ms Samiha says, “I was never that bad at spelling, but I do not know why, but I was forgetting even the simple spellings that day.”

Unless a person has thorough understood of English language, he may commit grammatical errors. Grammatical errors can be deceiving in the majority of circumstances. The fact that grammatical precision accounts for 25% of your IELTS score is a well-kept secret. It is crucial; grammatical errors might jeopardize all of examinee's efforts, resulting in a major shift in Band Score.

5.5. length and Speed of recordings

Another major challenge of listening test is to cope up with the fast speeded long audios. It is really difficult to figure out the key information, as the audio runs so fast. Length and Speed of Listening Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) mention that, all level of the students does not have same portion of ability to listen and observe a long audio. According to them. A lower-level student can merely listen three minutes. It is not possible for them to listen more than that time and complete the task. Similarly, most of the participants mentions this issue in their interview. Mr Aurko mentions that, "at the beginning of the recording I was able to concentrate properly, but in the middle of the recordings, it feels like I am just hearing, but I do not get what I am listening. It is really monotonous to listen that long audio."

On the other hand, speed of the audio is another obstacle of listening test. Underwood (1989) thinks that the speed of recordings is liable to make it hard to listen. He adds that, the

listeners will face real trouble to figure out the L2 words, if the speed of the speaker remains too fast. Moreover Underwood (1989) says that, as the students have no option to control the speed of the audio, may face crucial situation in listening comprehension. Similarly, one of the participant Ms Azmeri mentions that, “At a point, when I had to listen a conversation of three person, it was feelings like a rollercoaster to me. I found that part terrible to catch and collect the key points.”

5.6. Multi – Tasking

In the listening module of IELTS, examinees have to listen, read and write at the same time. There is no break till the audio is completed. The examinee has to use his reading writing and listening skill at the same time to complete the listening task successfully. For example, he has to listen the audio, point out the key points read the questions and write the answers within this allocated time of listening test. Mr Ananda says that, “I am always numb at multi-tasking. I cannot concentrate on different type of task at a time. For his issue, listening test was a little bit challenging for me”

5.7. YOLO (You Listen Only Once)

One of the restricted rules of IELTS listening test is that the recordings can only be listened to once. There is no doubt that everyone either like hearing it again or dread it. However, IELTS will not offer a second opportunity. As a result, examinee has no option but

set his mind to collect the information just after listening it once. In some ways, the hearing exam is harsh because one can only hear everything once, and if he has missed anything, there is no way to get it back. A large number of participants have mentioned this problem while the researcher takes their responses.

5.8. Anxiety

There are several reasons which create tension and anxiety among listeners during IELTS listening exam which is liable for poor score in listening. Poor listening capacity is caused by a variety of variables, according to Young (1992), including a lack of attention on listening, immature teaching approaches, inefficient listening tactics, and apprentices' lack of words, however the most essential element is anxiety. It is crucial because the prospect of getting information in a foreign language might make people feel anxious. All of the participants somehow mention the word anxiety in their response. Ms Marzia mentions that, “at a certain point I had such anxiety issue that, I thought I am going to quit the test. However, somehow, I controlled myself and completed the task”.

Chapter 6

Recommendations

The recommendations are explained based on the opinions collected from the participants.

1. First of all, the examinee should have a clear concept about the test, its format, time duration and every possible information related to the test.
2. There is no choice rather than practice. The examinee should take the listening module as seriously like another module. Practicing will increase the score gradually. Students can do mock test at home or several IELTS coaching centres to improve their listening score.
3. Watching movies, series of different English Accents, and watching news like BBC will help examinees to understand different types of accents easily.
4. Examinee should work on his concentration level from the very beginning. He can start with the short audio, gradually can move forward the long and fast speed audio.
5. The examinee should be trained as multi-tasker. This is a hurdle that only practice can help him conquer. It is not as simple as it appears to read the question, listen to the response, and write down the proper answer all at the same time. In most cases, 30-40 seconds pass between each answer in the audio. This provides him with the much-needed time to rapidly read the next question.
6. Besides learning the listening skill, the examinee has to learn that how to write answer as well. He should be careful about spelling mistakes and Grammatical mistakes.
7. Examinee should not lose his attention from the audio. He has to take key notes as soon as listen.

8. Last but not the least, Examinee should control his emotion, tension, anxiety during test. He has to be mentally prepared that he may face some unexpected circumstances, but he has to overcome at any cost.

Chapter 7

Conclusion

Listening is indispensable not just for linguistic acquisition but also for everyday conversation. The learners, on the other hand, appear to have difficulty listening. There are several issues, including insufficient time spent studying to increase the skill, ineffective learning methodologies, and the listening content directly. Apprentices should be exposed to a wider range of listening situations and acquire tips and methods as they progress through their studies. Moreover, as we know that, IELTS has become essential for different purposes like to study in international students, residents visa in abroad, foreign scholarship, job sector e.t.c and we need to improve all four skills of English including listening skill to achieve a good score in IELTS. However, it is a matter of concern that, the examinee of our country is still facing struggles in IELTS listening module because of accent, vocabulary, timing, anxiety, lack of multi-tasking ability and many other reasons.

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Appendix

1. Your name
2. Age
3. Occupation
4. Purposes of giving IELTS
5. May you share your experience IELTS listening test 4 parts? (If you remember what were that tasks)
6. Which part of the listening tasks you find more difficult? and why?
7. How was the listening room's environment. (Please explain in details including the comfortless and discomfort Ness)
8. Have you faced any technical challenges during. during listening test. (if yes describe briefly).
9. Can you Analysis your strong and weak points of your listening ability. (Please explain in bullet points)
10. Does accents used on Video clips affect your listening score in any way? (How & which accent).
11. How expert you were in multitasking?
12. Do you think you did enough practice for listening like other modules. (If yes than how much efforts you did, yes no than does it effect on your) score?)
13. Can you point down the difficulties you faced during taking preparation of the listening part. (Please write briefly in sentences, not in words)

14. Please write down the challenges you faced during the listening exam hall. (Please write in details with in 300 words)
15. Which are the mistakes you think, if you did not make that time, you would get more better score in listening.
16. Can you mention any unexpected challenge that you never even think but happen with you during listening exam?
- 17 Can you identify some common mistakes done by Bangladeshi students in listening part?
18. May you give some suggestions to do better in listening test from your own experience.