Episodes of Teaching, Assessing and Testing: Analysis of Teaching Listening in Pakistan

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Abstract

Listening ability helps students to enhance their comprehension level of spoken language. As observed by Ahmed (2016), the students will only get a high-quality score if they listen and understand the teacher attentively. This study aimed to identify the listening proficiency gaps in Pakistani language learning, teaching, and testing systems. The study used Richard's (2008) framework (CLAP) to compare listening tests with student performance. The format and validity of the language proficiency test administered mainly in Pakistan (IELTS) were investigated regarding the teaching and learning practices. All the test takers (15) participated in a standard IELTS listening test with one of their teachers. The results identified three significant factors interfering with listening comprehension performance include, the need for listening assessment in the examination system of schools, colleges, and universities. Secondly, teaching listening depends on theoretical knowledge and need for listening practice in classrooms of second language learners. Further, the study attempted to find evidence to support the claim that Pakistani students can perform better in proficiency scores if presented with it in their teaching and testing system. Accordingly, a model is designed to fill the gaps in learning for language learners as future language teachers in Pakistan. The findings of this study would help design listening performance tests and realize learning potential, devise a listening assessment system, and develop valid large-scale and classroom-based proficiency tests.
Keywords: Listening Comprehension, Testing Listening, Alternatives to Listening Assessment

Introduction

Assessing second language learners refers to an unplanned procedure just because of weak administration and features that need to be in control. Contemporary assessing exercises and schemes surface to be established on settled ideas of language and linguistic classification testing organization with the help of SLLs**.** The query occurs: who has given tests in what type of language, when, and where? Supplies psychological structure for investigating assessing as a speaking procedure between evaluation organizations and SLLs.

Ahmed (2011) explained listening as a diligent method demanding similar capabilities of guessing, hypothesizing, examining, re-examining, and generalizing productive skills. They introduced particular activities to able learners spirited alike "inner listening comprehension, who listen while producing message through writing. Bellaire put in descriptive statistics concerning measurement. The learners must study to solve, follow verbal instructions, deduce word meaning, hear for explanation and order, produce a theme, differentiate fact from the point of view, and discover tenors while listening. Hirsch characterized perceptive (listening) skills as acknowledgment and exposition of noise to grasping and allocating meanings through behaving, choosing, recalling, attending, analyzing, and incorporating previous experience. As regards the students' ability to listen and understand the passage at the school level, listening comprehension plays an important role. The previous research reviewed the main components of listening comprehension like a) variation in the text of the listening passage**,** b) variations in the speaker's potential**,** c) variation in the objectives of listening to the text, d) variation in the listener's potential to understand and e) variation in the process of interaction between speaker and listener.

Listening ability helps students enhance their comprehension level of spoken language. The students will get a high-quality score if they listen and understand the teacher attentively. Listening skill plays a significant role in enhancing language learning and communication. Concerning the students' level of competency, previous research concluded that the students confront problems due to the complex text and the speaker's ability to utter. On the other hand, Berne found in her study that the nature of the text does not matter in identifying the main idea, but it affects comprehension of the details. Berne further stated that the ability to comprehend the reader determines the student's level of competency. In this perspective, the present study is an effort to

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determine the student's level of competency regarding listening comprehension. Miller (2011) considers it a 'forgotten skill.' The most significant amount of information received is input through listening. Textbooks ignore or only test it, never teaching it first, and teachers tend to leave it to chance. An organized teaching of listening leads to a proficient language user. With sufficient confidence in their abilities and a series of strategy-based practices, a learner can transfer the Listening strategy of their native language to transfer into the target language. In the Pakistani context. Azizulloev (2000) from Aga Khan University indicates the need for more awareness of teachers about how to teach listening skills in primary classes.

There has yet to be a study conducted to realize factors responsible for the low listening proficiency of Pakistani students in listening. This study aims to reveal notions of teaching and testing listening, focusing specifically on problems and how to eradicate them. A vast research gap exists in the existing educational system, and this study has been initiated to bridge it.

Review of Literature

Teaching of English has been a subject of debate for many years. The linguistic revolution in 1980 revealed new methodologies and their implications for teaching. After trying many approaches, finally, the ball is in the teacher's court to decide what is more appropriate in a particular classroom. The focus of attention is on learners and their specific needs of learning.

Monroe & Association found that logical studies, amounting to 1951, identified with perusing have been distributed in the United States of America and The United Kingdom up to the year 1939. In contrast, only 14 were placed in the field of listening comprehension. The earliest one dates back to 1933. The same study is disclosed by Brown, who investigated 71 types of research on listening skills published in psychological and educational literature, of which one appeared even before 1920. He also observed that the latest bibliography on listening comprehension is needed. Assessing listening includes many abilities. At the minor level, it provides segregation among sounds, separation among inflection and stress designs, and cognizance of short and long listening writings; the underlying two are insufficient listening pieces**.**

According to Richard, people spend 45 percent of the hours occupied in conversation, yet extensively quoted. According to Rankin, listening comprehension is vital regarding evaluation. He established that most people spend their time conversing and sometimes listening and speaking. The same research studied by Bartlett and Burt showed that 42 percent of working time was spent listening, 25 percent speaking, 15 percent reading, and 18 percent writing.

It is a fact that listening is an essential way of schooling. Listening has become a logical way to collect information. Rosenblatt studied during an investigation on mature persons that 50 percent could comprehend ordinary casual conversation. In the same research on

For intermediate learners, Kitsch and Greene remarked that learners could apprehend only half. Learners capture only less than half of what they have listened to during the class. Goodman, Burke, & Sherman stated the same findings with secondary learners. The evaluation of these types depends upon the difficulty level of the contents and questions used for assessment. It showed that there are different ways to improve comprehension through listening. Some researchers disclosed that only some studies have been conducted on listening. It shows that this context was not converted up to 1949. The Third Mental Measurement Yearbook dedicates 70 pages to the accessible trial of perusing; however, no solitary reference has been made to any prosecution of listening skills. Hence, it is noticeable that the above pages that examinations completed on any part of listening are not acceptable. One would agree that listening research is "sporadic, atomistic, and inconclusive." Ebel lists as implications of earlier studies' results showed that there should be research on hearing to explore more development of listening abilities. Now, it is being observed that research on listening areas is receiving attention. Duker reported that 400 items have been discovered in literature since its publication. Researchers do many analyses on various factors of listening and report those findings in an academic thesis. Including 165 doctoral and 220 masters, ideas were written on particular topics. Yet the study on this is not fully delivered, but some insights into the listening process can be obtained from native language research. According to Richardson (2008), a tentative model of the listening process is beneficial in this aspect.

Furthermore, they supplied a list of 33 micro-skills needed in academic listening to define their listening model. Learning listening can be developed through recording cassettes. These kinds of listening are beneficial for learners, but one thing needs to be remembered: learners can quickly get more help from live tuning. Hymes found that the recordings enable the teachers to use the recordings of native speakers in the classes and allow all the teachers to introduce several recordings and accents to their learners. Using recorded tapes can be practical or helpful for teachers and learners in the class because they can stop or play the videos as much as they feel needed. Learners can also use tape recordings when they feel the need to listen within the class and outside of the course as well. Widdowson evaluated that Pakistani learners need help attending

to English speakers' speech because they have problems with English sounds and rapidly connected speech. English has become the most crucial part of society and is considered a second language for Pakistani learners. It is accounted as an obligatory subject. The present study attempts to find and bridge the gap between teaching, learning, and testing of listening comprehension.

Taskeen and Ahmed's (2023) study looked at the relationship between Pakistani ESL learners' academic writing performance and their learning approaches. Using a sequential mixed-method research design, the study explicitly focused on writing as the dependent variable and learning styles as the independent variable. Purposive sampling was used to choose the 66 intermediate grade 11 participants from PAF College Fazaia Sargodha, of which 53 were male, and 13 were female. The framework was derived from Richard's (2008) theory of learning styles. SPSS version 26 was used for data analysis, and the results showed a weak positive association in concept organization, a significant link with grammar scores, and a modest positive correlation between learning style and sentence structure in writing scores. These results have significance for Pakistani ESL learners' education and evaluation.

The neglected skill, as mentioned by Miller in 1986, still holds the place of neglect in Pakistan. Teaching listening through various classroom-based activities is only possible through specifically designed curriculums. The curriculum designers can embed listening practices in routine lessons to develop listening proficiency. For this purpose, teachers can use authentic materials from everyday situations. Teachers can use video tutorials, match commentaries, airport announcements, dialogues, and NEWS as listening resources. Although we know what natural language is like and what ought to be educated, instructors should stop imagining dialects to show themselves. The accompanying can be taken as a delegate explanation of this position. Strained suggestions about dialect in the readiness of materials will dependably be broken since it is created without the guidance and support of an informative setting. By tolerating the reach of utilizing genuine dialect, are we prone to come anyplace close to giving the student an example of dialect standard in simple English? (Widowson, 2003). For listening, comprehensible input and authentic materials are of great importance, according to Krashen (1985), which holds that the arrangement of understandable information will trigger a characteristic learning process. Widdowson stated, as we all know that language is realistic in the feeling of being created in settings of local speaker utilize is probably not going to be fathomable to numerous students, and making dialect intelligible to students is probably going to include modifying it in specific ways thus making it inauthentic. As observed by Miller, there needs to be more communicative, strategy-based, and realistic material designed to lead students into real listening situations outside the classroom.

Learning happens indirectly from experience, discovering something beyond understanding'. That is how Widdowson looks at it—abstracting general from specific. Listening is difficult to isolate from speaking; the presence of an interlocutor is often a stimulus. Measuring listening is also hard to determine in Pakistan. Wingate (2010) observed the importance of formative feedback. The need for listening activities and assessments in the Pakistani education system is responsible for the low proficiency of teachers and learners across the country. Recently, students have been trying to study abroad, and passing IELTS is their passport to privilege. The mushrooming of language teaching institutes, academies, and test preparation centers is evident in major cities. Appearing in large-scale standardized tests after preparing for several months and then failing in proficiency develops frustration. Previous investigations focused on finding the issues related to education policies, such as Ali et al. (2021) observed the use of social media in enhancing listening abilities. Ahmed et al. (2023) presented a case study of engineering students, whereas Ali and Ahmed (2019) argued about motivational orientation.

Listening can be assessed in many different ways, but now, assessing listening has become too complicated. It is more muddled to isolate tuning in from other abilities, and joining aptitudes can put extraordinary requests on the testers. Furthermore, some ways of assessing listening need to reflect authentic listening exercises. A teacher should need to keep in mind these issues or weaknesses in selecting tasks for listening. In one of his research projects, Widdowson put the responsibility on the teachers to use authority and become "expert beyond experience" by a procedure of primary reflection, a kind of positive skepticism. The system is persistent and never subsides into assurance, and a significant piece of educator aptitude is the identification of its restrictions. The present study seeks to answer the following questions:

1. What are the interfering factors responsible for Pakistani students' low listening comprehension proficiency in the IELTS listening test?
2. What is the validity of the IELTS listening proficiency test in the Pakistani context?
3. How can a change in teaching, testing, and assessment be effective for learners of today and future teachers of tomorrow?

Research Methodology

The current investigation uses a qualitative descriptive approach and quantitative data to interpret findings and devise an assessment framework. The main concern of this study is to assess listening through one of the proficiency tests and then compare it with other listening assessments in the classroom to judge the validity and washback of the test. This research uses an IELTS speaking test to assess listening and speaking abilities through interaction. Another primary task was to test students' language proficiency through one of the model's IELTS tests. The population for this research was 15 MA. ELT students and 15 IELTS test takers were randomly chosen after their IELTS test. Tests were taken anonymously to encourage language students and one of their teachers. The most significant factor of the study was the choice of ELT students, who can be considered future English teachers in Pakistan. The material was a model IELTS test selected randomly from the website. The altered model test consists of three listening instead of the one-time listening. The questionnaire was adapted for this purpose Richards (2008). Data was collected from language students and test takers. Students and one of their teachers were directed to attempt questions while listening to the audio of four sections. IELTS standard scoring criteria were used to calculate a band that is considered reliable worldwide. Frequencies and percentages were calculated for the total and band scores obtained by the test takers. Moreover, section four was considered for comparison between the standard and altered model of the IELTS listening test. Frequencies and percentages for the middle and changed IELTS model tests were calculated using SPSS version 21.0.

Data Analysis

All the items included in the test were analyzed separately. The study results were also analyzed by comparing standard and altered test formats. The competency of the listening skill was evaluated based on band scores.

Table 1 Test taker scores in the first IELTS standard model test

Score	Frequency	Percent	Valid Percent	Cumulative Percent
4.00	1	6.7	6.7	6.7
5.00	1	6.7	6.7	13.3
7.00	3	20.0	20.0	33.3
8.00	2	13.3	13.3	46.7
9.00	2	13.3	13.3	60.0
10.0	1	6.7	6.7	66.7
11.0	2	13.3	13.3	80.0
12.0	1	6.7	6.7	86.7
14.0	1	6.7	6.7	93.3
15.0	1	6.7	6.7	100.0
Total	15	100.0	100.0	

The above table shows complete data taken from test administration. The finding shows that most students scored 7 out of 40. The majority of the test takers scored 4,5,10,12,14 and 15 outof 40 points respectively. Findings show that most students scored 7 out of 40. The majority of the test takers scored 4,5,10,12,14 and 15 out of 40 points respectively.

Table 2 Band scores of test takers

Band scores

Band score	Frequency	Percent	Valid Percent	Cumulative Percent
2.50	2	13.3	13.3	13.3
3.00	5	33.3	33.3	46.7
3.50	1	6.7	6.7	53.3
4.00	5	33.3	33.3	86.7
4.50	2	13.3	13.3	100.0
Total	15	100.0	100.0	

Table 3 Band scores of standard IELTS test

Section 4 Total Scores	Altered IELTS Test	Standard IELTS Test
0	0	9
1	0	6
3	3	0
4	1	0
5	6	0
8	5	0

The above table shows band score of 4.5 was the highest, scored by two test takers only while other language students were not able to get above band 4. Band scores show the proficiency level ofstudents for bands 2,3 and 4 respectively. Band 2 to 4 key proficiency is described below. Band 2 Intermittent user shows great difficulty understanding spoken and written English. Band 3 Extremely limited user-convey and understand only general meaning in very familiarsituations. There are frequent breakdowns in communication.
Band 4 Limited user-basic competence is limited to familiar situations. You frequently show problems in understanding and expression. You are not able to use complex language.

Table 4 Comparison of scores of Standard and Altered Model IELTS-TEST

Section 4 Total Scores	Altered IELTs Test	Standard IELTS Test
0	0	9
1	0	6
3	3	0
4	1	0
5	6	0
8	5	0

The above table shows 4 test takers scored 3 out of ten,5 test takers showed 6 out of ten whereas 8 testtakers showed a score of 5 out of 10. The second column shows the score of the standard version of the test. Previously, 0 score was of 9 test takers, while 6 test takers scored 1 in section 4. The rest of the test takers scored 0. Another interesting point is that one test taker scored 4 while three test takers scored 3 in section 4 of the altered model of the IELTS test. The above table shows improvement in the scores and test takers can perform better after second and third listening. The results of the questionnaire and task analysis confirm the learner's desire to be proficient in listening and speaking. Task observation reveals less exposure to model language in classrooms and a smaller number of tasks focused on listening comprehension. The exclusion of listening assessments and tests is another factor contributing to the low proficiency level of language learners. In this learning context, the validity of the IELTS listening test becomes suspicious. Construct validity is questionable as the findings of qualitative analysis reveal a low satisfaction level with the IELTS format with a positive attitude towards the altered model and repeated listening.

Table 5 Students' Questionnaire and Interview Response

Descriptive codes	Broad initial theme
Rating language skills	listening
Suggested listening activities	Exam Listening
Satisfaction level of IELTS listening test format	Low
Attitude toward second and third-listening	Positive

Findings provide insight into the teaching and learning contexts of listening practices in Pakistan, revealing information of particular interest for curriculum designers and policy makers. Teaching comes first in the limelight of this phenomenon as assessment and testing follow the implications of education. A positive attitude toward English and its acceptance in society indicates future growth in teaching practices. The first challenge is integrating listening practice into the curriculum and lesson plans in the post-modern world, where the listener actively employs strategies to facilitate, monitor, evaluate, and guard his proficiency (Richards, 2008).

Results and Discussion

This section describes a quantitative and qualitative analysis of data retrieved from test results, questionnaires, interviews, and observation. This analysis is based on the tests, assessments, and teaching presented by Brown (2011). Findings reveal the intricacies of listening comprehension in identifying gaps between teaching and learning. Construct validity was at risk at one point, where learners could achieve better scores through an altered model of the IELTS standard test. All the items included in the test were analyzed separately. The study results were also analyzed by comparing standard and altered test formats. The competency of the listening skill was evaluated based on band scores. The first test can be considered as an acknowledgment of known deficiencies. Students could not score more than 4.5, which denotes the abilities of a limited user. According to Miller's recommendations, the IELTS listening test alteration proved very effective. The test was divided into three listening to give the test taker a chance to have a pre- and post-listening experience with the actual listening, where he/she is supposed to transfer knowledge in the form of answers or keywords to those answers. Questionnaires, observations, and interviews were qualitatively interpreted and analyzed. Common factors represent an overall concept of difficulty.

The standard IELTS test's findings exhibit the students' and teachers' low proficiency levels. This study is significant in its selection of population from the English department. In this case, most students can be considered a generation of English teachers in the post-modern world. Acceptance of this proficiency level shows a need for more motivation from teachers and students. Besides, an average band score is often considered beyond the level of average language teachers and students. Test-takers' responses in the formal IELTS batch (12th May 2018) confirm the previous studies of Azizulloev (2000), who revealed insufficient materials and a lack of trained teachers. The teaching of listening is present in the textbooks but needs to be translated into the syllabus for implication. The role of assessments and testing complement faulty, insufficient teaching practices. The importance of teaching listening is not a secret anymore, but the teaching recipe is. IELTS test takers in the venue were very much in favor of appearing in tests with a focus on one skill at a time and relief in the cost of the test.

Second and third listening through a flexible altered model of the same IELTS test illustrates improved listening proficiency—a Ray of hope on one side of the coin and a threat to construct validity on the other. Test method and listening comprehension ability are the two variables in measuring the band scores. Listening to the critical information, understanding the gist or main idea in the first listening, filtering messages from redundant extra information, attempting questions in the second listening, and checking answers in the third listening shows a high index of band scores and number of questions attempted. In authentic listening, expert listeners filter without affecting communication and organize information while communicating with an interlocutor. The ACTFL (American Council on Teaching of Foreign Language) Proficiency Guidelines 2012 provide written descriptions of listening proficiency accompanied online by authentic speech samples and the functional listening tasks associated with each significant level. To appreciate the richness of the message from an interlocutor, the listener needs ongoing practice in learning contexts through an eclectic approach and authentic materials. Following the teaching, assessment, and testing procedures, if employed with a positive washback, can serve as a learning device. Keeping the low proficiency of listening skills, classroom constraints, and lack of listening practice, a model is suggested to improve the listening and speaking skills of language learners who are future English teachers. The following model is applicable in the Pakistani context and can be used for bilingual learners anywhere in the world striving to keep the floor in their academic domains. The following model focuses on top-down and bottom-up approaches emphasizing listening acquisition through authentic contexts, materials, and methodologies. Three significant concepts (teaching assessment and testing) highlighted by Brown are addressed in its framework of five stages. Language is presented in four different stages, each following the other:

1. Communicative presentation of language through integration of skills
2. Language practice and production through authentic materials and eclectic approach
3. Assessments based on the five principles. Practicality, validity (results are appropriate and meaningful), reliability (consistent and dependent), authenticity, washback
4. Praise in Feedback

First, natural communication enters the teaching, focusing on modeling and providing appropriacy with style. Second, language practice and production for greater use and exploitation potential. Organizing information in the target language to retain essential and selective information for later reference is a skill that can be developed in this stage. Starting as an active listener and then acting both as a listener and producing language is the fine line between the two scales of development. Listening to keywords, filtering, retaining, and organizing them for further use is preparing what he wants to say and adjusting his thoughts as new material becomes available. Roleplay, retelling,

and repeating gossip are highly recommended for teaching and assessment. Third, standard assessment procedure based on practicality, validity, reliability, authenticity, and positive washback for challenging students. At this point, Alternative Assessments suggested by Brown 2003 can be very effective. Micro and macro skills of listening identified by Brown.

Serves as the checklist of objectives in devising listening tasks. Finally, the fourth stage determines the level of proficiency through detailed feedback and praise for the development that is achieved. As mentioned by scholars, a description of students' performance and behaviors and a signal of teacher approval is what is called effective teacher praise (Azizulloev, 2000; Burnett, 2001). Accommodating mixed abilities in the classroom and discovering the potential in all students calls for designing specific rubrics. Such types of rubrics can be used to praise learners with mixed abilities. Praise is often underused in classrooms because of the difficulty in delivering group instructions and keeping track of individual performance for appraisal in the final stage. Keeping a daily score through a rubric and making appraisal a class routine can be very effective.

This model confirms social listening (Miller, 2011) in a learning context that unfolds the communicative issues systematically, from the communicative presentation of the language to praise in the feedback.

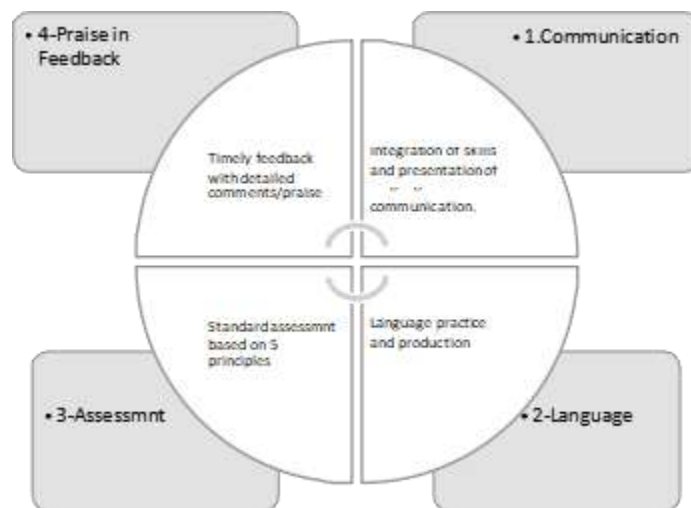**Figure 1 Model of learning for listening proficiency (CLAP)**

Figure 1 shows the model of the Model of learning for listening proficiency (CLAP) and its four main aspects. CLAP is aligned with previous models of teaching and lesson planning for additional flexibility and thus its implication to pedagogy is very flexible. Each stage following the other, progressingtowards learning through application breaks the cycle of frustration through detailed feedback and acknowledgment in the form of praise. Devising appropriate tasks in mixed-ability classrooms to keep track of individual performance through rubrics is recommended in the last stage. Ideally strategy-based, realistic, communicative practices where active participation is a must, build confidence. If course material does not offer such activities, it is up to the teacher to revise exercises to make them fit the needs of the students as presented in Miller (2011).

Table 6 Listening Strategies for Different Purposes

Strategy	Function	Form
Pre-listening strategies	Determining the purpose	Prediction
Listening strategies	Listening for key words	Filtering
Post listening strategies	Retention	Organization

Table 6 shows listening strategies for different purposes. This process has a theoretical background, and the systematic practice is responsible for a change in the overall score of learners. Teachers can use note-taking templates for teaching and assessment during learning contexts. Note-taking can serve as a learning device and an alternative to assessment. Displaying the rubric for individual and class assessments before the lesson and assigning grades individually can be very time-consuming but serve as a learning device for learners of different abilities. Students hate tests and assessments just like the teachers. As listening practice is ignored in teaching and assessment of learning contexts, the construct validity of IELTS becomes suspicious—less exposure to the language in the form of listening yields a lack of interest and motivation. However, students want themselves to be challenged in attempting a world-known standardized large-scale

test. Change through alteration in the model IELTS test proved very effective, and its administration revealed a better score for the test takers. Results of altered IELTS tests revealed gaps in the teaching and testing system.

Repetition in listening creates motivation and excitement. The altered model proved more authentic, valid, and reliable, with a positive washback on students, and immediate change was noted. In terms of practicality, it is challenging to administer repetitive listening in large-scale tests, but in classroom situations, this practice can yield the best results. Do all teachers need assessment? (Brown, 2011) students must have the freedom to experiment. The results of another investigation among Chinese test takers revealed the subjects' listening processes leading to comprehension and comprehension breakdowns. They captured the effect of the multiple-choice format on the subjects' test performance, which is similar to this research. The research conducted by Shah et al. (2016) revealed that an intervention in smartphones can improve their proficiency and motivation level regardless of the traditional learning context.

Table 7 Sample Unit Based on CLAP Ideology

Concept (CLAP)	Strategy	Practice	Assessment
Communication Pre-listening	Prediction Presentation	1-Present student with a cartoon picture/video without a punch-line. Students provide punch-line	Class
	Purpose	2-Finding out specific information in real context : flight number over loudspeaker at airport : a new recorded telephone number	Individual
Language Listening	Keywords	Omit keywords in cloze' with passages or songs	
First and second listening	Filtering (purpose)	3-Filtering specific information from realistic background noises: music, bad connections, traffic, etc.) While ignoring less important words with incomprehensible input.	Individual
Assessment Post listening	Retention Organization	4-Read the news story in the correct order for students with story text in the wrong order to put it in the correct organization. -have students repeat longer sentences and prepare event reports.	Group Individual
	Organization (Advanced)	-Retelling jokes and stories in the classroom -Gossip-listening to a conversation and retelling	Individual
Praise in feedback	Comments	Identifying language development while focusing on strong areas for praise and weak areas for diagnosis.	Class, group, and individual

Providing detailed feedback on assignments instead of numerical scores is the job of the teacher and it becomes thankless when students do not understand it, ignore it, or repeat the same mistakes. That being said, Wingate indicated that students who responded positively to feedbackdid improve. At the same time, too many corrections and negative comments are less motivating for low achievers. He indicated that students can become active participants in designing assessments. For example, Douglas (2004) and Black et al. (2003) observed that students should not only be given the assessment criteria for a clear understanding but should have the privilege to discuss underlying assessment criteria. Tailored evaluation checklists andrubrics are very helpful in this regard. The structure of the test aligned with the learning context bridges the gap between cultural interference and L1 negative transfer. The comparison of two types of tests, demonstrated in the research, standard model and altered model suggests that there are major differences in the ways learners respond to the stimulus.

Table 8 Sample Midterm Evaluation Checklist (CLAP)

Course:			Grades :	
Unit:			Registration No:	
Skills Category	Excellent	Satisfactory	Needs Improvement	Unsatisfactory
Listening skills				
Pronunciation skills				
Note-taking				
Filtering				
Retention/organization				
Public speaking				
Class participation				
Effort				
Comments				
Suggestions				

The above table shows assessment categories with comments and suggestions for positive feedback on learners. Suggestions can be goals for the rest of the semester (Brown, 2011). Low proficiency in listening is a world-famous phenomenon that affects millions of ESL learners worldwide. Test-takers in a standard IELTS model test face serious issue, whereas the same test appeared valid with an altered presentation. Results of the fourth section of the IELTS test were quite different in standard and altered models of the test. The focus of the content was very academic, and the title "Origins of the Caveman Diet" is very authentic in its reporting style. Lack of listening practice, integration of listening in routine lessons, and no formal testing are the interfering factors responsible for low listening proficiency levels.

Conclusion

Based on the evidence, it is possible to conclude that a systematic plan can drastically change students' proficiency levels. Thus, there is a strategy-related phenomenon, but no plan is successful without integration and embedding in the fabric of the curriculum and mindset of teachers to penetrate the system. Overall, attitude to a language determines its fate in a community. Similarly, the standard IELTS test should be adapted or adopted as it could temporarily shelter the deficiencies. The study identified interfering factors responsible for Pakistani students' low listening comprehension proficiency and the validity of the IELTS listening proficiency test in the Pakistani context. Foreign-born books and materials are often cultured according to the native speaker, thus lacking authenticity for the learner. Birth countries of textbooks may not experience this issue, and stress on listening activities is hard to locate.

The findings of this study lead to the conclusion that the same student can yield better results in a few days, and there seems to be a large gap between learning, teaching, testing, and assessment. It can be concluded, thus, that fixing the gap and bridging it with planned tasks, alternatives of assessments, and standard testing is far better than considering adaptation or simplification of the standard IELTS test that is gaining popularity day by day. CLAP, devised in line with teaching and testing principles, can serve as a toolkit for English teachers and a rubric for learners. First, the students' level confirmed the hypothesis and a general prediction of the IELTS band score for listening. In contrast, in the second phase, the altered model based on Miller's framework changed the proficiency report. Informal observation and interview confirm the results based on the tests. Price et al. (2010) observed the significance of the feedback, and Shah et al. (2016) presented the role of the IELTS assessment system in generalizing student proficiency levels. This paper recommends options for improving the current assessment framework for graduating university students and discusses the possible impact of tests on English language teaching and learning. In the presence of placement and diagnostic tests, studying abroad or teaching international students is not burdened with language problems as tests take care of the language and its positive washback. However, these results are hard to interpret in local settings where the debate is not about the importance of imparting a skill but about constraints and barriers. Lee (2010) presented that feedback can serve as a revolution in the assessment industry. By all counts and with proven results, it is no wonder that embedding standard teaching, assessment, and testing methodologies is considered most effective in yielding good comprehension. The study presented how a change in teaching, testing, and assessment can be effective for today's learners and future teachers of tomorrow. There is a need for greater focus on developing teaching strategies in line with authentic materials. More research should be done to support second language learners in learning the world of a new language.

Limitation of the Study

The current study has some limitations. First, limited access to language students and teachers restricted this research to a few informants. The study was carried out in an urban context (Lahore), and the idea of intervention can have a different impact on rural contexts. Respondents from learners and professionals are not included in this research due to time constraints and accessibility. Finally, the results of the first attempt might discourage informants' motivation and participation in joining feedback. Future work concerns deeper analysis to improve interventions. Many different adaptations and tests can be used to compare the findings of parallel research.

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