

LISTENING PROFICIENCY OF GRADE EIGHT STUDENTS

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of English in Education**

**Submitted by
Prakash Sharma**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original, no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/07/17

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Prakash Sharma** has prepared this thesis entitled **Listening Proficiency of Grade Eight Students** under my guidance and supervision.

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DEDICATION

Dedicated

To

My parents

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Date :2067-07-17

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Abstract

This thesis entitled “Listening Proficiency of Grade VIII Students” presents a picture of the listening proficiency of students of class VIII of the private and the government-aided schools. The present study has been done through the listening test across four schools from both private and government sectors. The data were taken through listening test and questionnaire from the randomly selected grade VIII students of the selected four schools of the western part of Nepal (two private and two government-aided schools). There were 16 students selected from each school. So, altogether there were 64 students as the sample population. To obtain required data, questions were asked with the use of audio cassette. The researcher also consulted secondary sources such as books, magazines, theses, etc. related to this topic. The major findings of the study are that the listening proficiency of grade eight students of private schools in average is 75.76 percent. Likewise, the average listening proficiency of grade eight students of government-aided schools is 56.64 percent. The overall listening proficiency of eight graders is 66.2 percent. Hence the listening proficiency of private schools’ class eight students is better than that of government-aided schools students. Similarly, listening proficiency of the girl students is better than that of boy students.

The study consists of four chapters. Each chapter, in turn, has been divided into various sub-chapters. The first chapter consists of general background, literature review, objectives of the study and significance of the study. Similarly, the second chapter contains sources of data, sampling procedure, process of tools and data collection and limitations of the study. Likewise, the third chapter includes analysis and interpretation of the data which is the main part of the thesis. Finally, the fourth part consists of findings and recommendations that are very important for teaching.

TABLE OF CONTENTS

Page

Declaration	i
Recommendation for Acceptance	ii
Recommendation for Evaluation	iii
Evaluation and Approval	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xi
List of Figures	xii
List of Symbols and Abbreviations	xiii

CHAPTER ONE: INTRODUCTION

1.1 General Background	1
1.1.1 Language Skills	2
1.1.2 Listening: An overview	3
1.1.2.1 What is Listening Proficiency?	4
1.1.2.2 Different Types of Listening	5
1.1.2.3 Aspects of Listening	8
1.1.2.4 Different Materials for Listening	9
1.1.3. What Makes Listening Difficult?	10
1.1.4 What is Successful Listening?	15
1.2 Review of Related Literature	16

1.3 Objectives of the study	18
1.4 Significance of the Study	18

CHAPTER TWO: METHODOLOGY

2.1 Sources of Data	20
2.1.1 Primary Sources of Data	20
2.1.2 Secondary Sources of Data	20
2.2 Population of the Study	20
2.3 Sampling Procedure	21
2.4 Tools for Data Collection	21
2.5 Process of Data Collection	21
2.6 Limitations of the Study	22

CHAPTER THREE: ANALYSIS AND INTERPRETATION

3.1 Holistic comparison of Listening Proficiency of the Students of Private and Government-aided Schools	24
3.2 Gender wise Listening Proficiency	25
3.3 Sector wise Listening Proficiency	25
3.4 School wise Listening Proficiency with Gender	26
3.5 Proficiency in Listening Comprehension of the Students of Private and Government-aided Schools	30
3.5.1 Comparison of Listening Proficiency of the Students of Private Schools	30
3.5.2 Comparison of the Students of Government-aided Schools	32

3.6	Difficulty Level of Four Sets of Question in Private and Government-aided schools	33
3.7	Proficiency in Listening Comprehension of the Students of all Four Schools Studying in Grade VII	34
3.8	Gender-wise Comparision	
3.9	Identified Problems from the Questionnaire	
3.9.1	Analysis of the Teachers Responses	37
3.9.2	Summary of the Students Responses	40

CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

4.1	Findings	42
4.2	Recommendations	44

REFERENCES

APPENDICES

LIST OF TABLE

Page No.

Table No. 1:	Comparison of Listening Proficiency Between Private and Government-aided Schools' Students	24
Table No. 2:	Gender Wise Listening Proficiency	25
Table No. 3:	Sector-wise Listening Proficiency	26
Table No. 4:	Listening Proficiency of Grade Eight Students of Namuna Secondary Boarding School	27
Table No. 5:	Listening Proficiency of Grade 8 Students of Adarsha Secondary English School	28
Table No. 6:	Listening Proficiency of Grade 8 Students of Thapathana Secondary School	29
Table No. 7:	Listening Proficiency of Grade 8 Students of Shree Ram Secondary School	30
Table No. 8:	Comparison of Listening Proficiency of the Students of Private Schools	31
Table No. 9:	Comparison of Listening Proficiency of the Students of Government-aided Schools	32
Table No. 10:	Difficulty Level of Four Set of Questions in Private and Government-aided Schools	33

LIST OF DIAGRAM AND PIE CHART

Figure 1 : Proficiency in Listening Comprehension of the Students of all Four Schools Studying in Pie-chart	34
Figure 2 :Gender-wise comparison in Bar-diagram	36

LIST OF SYMBOLS AND ABBREVIATIONS

%	-	Percentage
&	-	Ampersand
C	-	Sum of
CUP	-	Cambridge University Press
ed.	-	edition
EFL	-	English as a Foreign Language
eg.	-	For example
ELT	-	English Language Teaching
et al.	-	and others
etc.	-	etcetera
F	-	Frequency
i.e.	-	that is
L ₁	-	First language
L ₂	-	Second language
M. Ed.	-	Master's of Education
N	-	Number of Scorer
No.	-	Number
OUP	-	Oxford University Press
p.	-	Page
Prof.	-	Professor
S.N.	-	Serial Number
TL	-	Target Language
vol.	-	Volume
X	-	Score in Distribution

\bar{X}

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Mean

CHAPTER ONE

INTRODUCTION

The introduction part includes general background, review of the related literature, overview of listening skills, significance of the research study and also the objectives of the study.

1.1 General Background

Language is a means of communication thorough which we share our ideas, feelings, thoughts and emotions. Language is a system of sounds and words used by humans to communicate their thoughts and feelings. There are around four thousand languages in the world and English is the most dominant one.

We can overview some definitions of language to be clear with it. Hornby (1997, p.721) defines language as "the system of communication in speech and writing that is used by people of a particular country or area". In the same way, Crystal (2003, p.255) defines language as "the abstract system underlined the collection of totality of a speech /writing/behavior of a community of the knowledge of the system by an individual". So, we can say that it is an invaluable instrument mainly reserved for communicating thoughts between or among the people.

It is obvious that all the normal human beings start to acquire at least one language during their babyhood and become linguistically adult when they are five or six years of age. Language learning and teaching, thus, took its value, need, and importance in the contemporary societies. It can be accepted as one of the major subject matters to be taught in the entire human civilization and for its further improvement. And the language teaching (both native and non-native) has been the

global subject matter to have been accepted as the key subject in teaching learning institutions.

1.1.1 Language Skills

More specifically, language learning means learning language skills. These language skills are:

- i. Listening skill
- ii. Speaking skill
- iii. Reading skill
- iv. Writing skill

Listening and speaking are the primary skills and reading and writing are secondary. The other classification is that listening and reading are the receptive skills and speaking and writing are the productive ones. According to Harmer (1997, p.25), "Speaking and writing involve language production, and, are, therefore, often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and are therefore often referred to as receptive skill."

Language acquisition or learning process begins with listening and other skills develop later on. Listening and speaking skills do not need any formal training in course of learning whereas other skills, reading and writing, need conscious learning. It is accepted that listening is not a passive skill. Underwood, (1989, p.6) says that listening is the activity of paying attention to and trying to get the meaning from something. This definition also helps us to believe listening to accept as an active skill itself.

It is traditionally accepted that children develop their listening in their mother tongue without having any special effort. Children from the very beginning can understand more or less to what they have been said to, they have been facilitated with some sorts of facial and bodily expressions as well. The children are exposed to different types of learning situations in which they are unconsciously involved. Listening seeks to demand a considerable effort and deliberate learning at all.

Although this is the reality that there is no proper teaching of all four skills in a balanced way. Reading and writing skills are highly emphasized whereas listening and speaking have received less attention. In a nutshell, if they will be able to participate in real communication and hence, they fail to communicate, and if no listening, then no speaking takes place.

1.1.2 Listening: An overview

Listening is the fundamental language skill to acquire before other skills. It is an active process of perceiving and constructing a message from a stream of sounds. One knows about the phonological, grammatical, lexical and cultural systems of language while listening. Listening is the ability to identify and understand what others are saying. To quote Howatt and Dakin (1974, p.17) “listening involves understanding a speaker’s accent or pronunciation, his grammar and his vocabulary and grasping his meaning” Teaching listening skill is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. It is frustrating for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to improved skills. But there are not such easy ways of improving listening skills, so they are difficult to be improved.

Listening effectively involves a multiplicity of skills. Let us construct a very

simple, step by step picture of the various elements that might be taught to make up the process of listening in face to face conversation. According to Anderson and Lynch (1998, p.74), Listening skill consists of the following components:

- i. The spoken signal of speech has to be segmented into units which have to be recognized as known as words.
- ii. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.
- iii. Listeners must apply their linguistic knowledge in formulating a correct and appropriate response to what has been said.

1.1.2.1 What is Listening Proficiency?

Listening is unique because spoken language informally has a number of unique features because of the use of incomplete utterances (e.g. - "dinner?" serving the function - "Is diner ready?", repetitions (e.g. -I am absolutely sure you know that she is right); and hesitation (e.g. Yes, well, ummm, possibly, but etc.)

Listening is difficult to master as speech, as a listener does not have control over what he/she must listen to and understand. They must make sense of what different speakers say; properly or improperly, well or badly, fast or slow and they must be situationally ready to cope with the meaning. Thus listening is a unique skill.

Listening is one of four skills. Thus it is integrated with the network of other sub-skills. Therefore, proficiency in listening comprehension means having proficiency in the sub skills of listening.

According to Harmer (2001, pp.303-310), the following are the sub-skills of listening:

- Identifying the topic
- Predicting and guessing
- Getting general picture of understanding
- Extracting specific information
- Recognizing functions and discourse patterns
- Deducing meaning from the context

Jacakman and McDowell (1999, p.67) have mentioned the following skills of listening comprehension.

- Listening for specific information
- Identifying details
- Identifying main ideas
- Seeing beyond the surface meaning
- Being aware of stress, rhythm, and intonations.

1.1.2.2 Different Types of Listening

There are six general types of listening (Lynch, 2007 p. 250).

1. Inactive listening: Inactive listening is simply present when someone is speaking, but not absorbing what is being said. Example: Imagine attending a conference session that has no interest or applicability to you. You will be there physically, but not mentally.

2. Selective listening: Selective listening is hearing what you want to hear or what you expect to hear instead of what is being said. Example: In your ninth grade English class, Duane always does his homework. One day you ask students individually who turned in an assignment, and Duane replies that he did not do it. You move on to the next student without comment until another student complains that it's not fair that Duane gets excused from doing the assignment.

3. Active listening: Active listening is hearing what is said, concentrating on the message and absorbing it. Example: The Board of Education is offering bonuses to teachers that complete a required list of professional development courses. You are interested in the courses and the bonus. You take detailed notes and pay close attention to what you need to do.

4. Reflective listening: This is one of the most complex types of listening. It involves actively listening; interpreting what is being said and observing how it is being said. Example: A student regularly comes to class looking sad and depressed. When you ask her if everything is o.k. at home, she responds that it is, but the look on her face and body language scream it is not. You ask her again if things are o.k., but question her body language. She breaks down and begins to cry, revealing that her parents have been arguing a lot.

5. Intensive listening: Intensive listening is concerned with controlled and more specific listening. It is primarily meant for language items as part of the language teaching programme. It is guided by activities related to text. Passage for intensive listening should be short not more than a few minutes long because they should be played several times. Students have the chance

to get and grasp the contents within several tries. First hearing they may find difficult for intensive listening.

6. Extensive listening: extensive listening students get the ample opportunity to enjoy stories, plays, poems and other literary texts where the aim/purpose of listening can either to gather information or to entertain the text a person might find himself/herself listening to something in a relaxed way not concentrating on every word. Students can be asked to summarize and narrate the text they have heard.

Students need to receive instruction on how to become effective listeners, especially students diagnosed with learning disabilities. It requires conscious planning by the teacher to include listening activities and practice by the student. Here are some easy tips to start helping the students become better listeners now:

1. Place student's seat in a place that will maximize learning
2. Get the student's attention before speaking to them
3. Speak in short sentences
4. Have the student repeat directions or important information after you say it
5. Use body language to reinforce what you are saying
6. Provide the student with written versions of what you are saying
7. Teach students note-taking skills so they can write down important information (<http://ezinearticles.com/>).

Teaching listening skills may not seem necessary, but according to statistics, studies and standards developed by linguists, it is necessary. Listening is a skill

that students can use in every subject, and it will benefit them throughout life.

1.1.2.3 Aspects of Listening

The following are the major concepts under listening:

A. Listening Perception and Listening Comprehension

Listening perception and listening comprehension are the two aspects of listening skills. The ability to listen well involves the ability to recognize the sounds and combination of sounds, and the ability to make sense of these combinations of sounds.

Literally, perception means the ability to see, hear and understand. And linguistic meaning is the recognition and understanding of events, objects and stimuli through the use of sense. Listening perception is the perception of information and stimuli received through the ears.

Listening comprehension, on the other hand, is the power of understanding. It is the process by which a person understands the meaning of written or spoken language so far as listening comprehension is concerned, it is the analysis of the utterances into segments and identified the linguistic units.

B. Listening and Hearing

The term 'hearing' is used to refer to the learner's ability to recognize language, elements in the stream of sound and through the knowledge of the phonological and grammatical systems of the language to relate these elements to each other in clauses, sentences and to understand their meaning. On the other hand, the term listening is used to refer to the ability to understand how a particular sentence relates to what also has been said and its function. If hearing can be at the

recognition level, listening can be at the selection level of language activities in a foreign language.

The following are the sub-skills of listening:

1. discriminating sounds in isolate word forms.
2. discriminating sounds in connected speech
3. discriminating stress patterns within words.
4. recognizing variation in stress in connected speech.
5. recognizing the use of stress in connected speech.
6. understanding intonation patterns and interpreting altitudinal meaning thorough variation of tone.

1.1.2.4 Different Materials for Listening

We would assume that listening has to involve the use of tapes and electronic equipments. We may express regret that we cannot do listening because our school does not provide of afford cassettes even we are available the teacher cassettes is not good at playing a cassette player. That's why here different types of listening materials have been discussed that that teachers need to applies for listening practice.

A. Live Versus Recorded Materials

Simply, we know live materials are easier to understand/comprehend as we are supported by facial expressions, body movements and gestures in accompany with

speaker's speech. On the other hand, the listeners can get a chance to hear native accents by means of recorded materials in the situation in where the teacher's mother tongue is not English. Recorded materials lack paralinguistic signals, those students concentrate on what they hear. It improves the supra-segmental features of language and brings flexibility in learning situation.

In short, recorded materials are authentic, reliable and interesting because the use of recording becomes the only acceptable method of administrating the aural test where native speakers of test language available as examiners.

B. Authentic and Non-Authentic Materials

Authentic listening materials consist of speech recorded in real situations, often without the speaker's knowledge at the time, without the speaker's knowledge at the time, so that the students have to encounter a totally natural 'slice of life' no doubt most of the teachers want to give their students something realistic to listen to because they want to equip them with listening skill in real life.

1.1.3. What Makes Listening Difficult?

There are several clusters of factors which can affect the difficulty of language listening tasks (Lynch 2007, p. 246). Here is what they are and how they affect listening comprehension skills.

i. The speaker: how many are there?

Is one person speaking at a time? Are there a number of speakers? Do some of them speak at the same time.

ii. How quickly they speak?

Does the pace of the speaker allow sufficient "time" for mental processing of the speech by the listener? Does the language of the speaker flow at a faster or slower rate than the listener is accustomed to?

iii. What types of accent they have?

Does the speaker (or do the speakers) have an unfamiliar accent or manner of speaking that is less comprehensible to the listener? Is the listener accustomed to variable accents and speech types?

iv. The role of the listener

What is the listener's purpose in listening? General comprehension? Specific information? Pleasure? Business? Extraction of critical data?

v. The level of response required

What does the listener have to do in response to the speech? Act? Respond? Think? Enjoy? Nothing?

vi. The interest in the content or subject

Is the listener involved in the content or subject matter? Is it something they want to, need to, or must know?

vii. Grammar

Is the grammar and structure in use familiar to the listener? Is the listener able to use or assimilate the grammar - structure used in this context?

viii. Vocabulary

Is vocabulary or lexis that is new to the listener being used in the speech? Is the quantity of new words substantial? "Count 100 words of a passage. If more than 10 of the words are unknown, the text has less than a 90% vocabulary recognition rate. It is therefore, unreadable." The same holds true for a listening comprehension passage.

ix. Information structure

Is the information or material being presented by the speech in a form that is clear and understandable to the listener? Is the presentation order logical, progressive, have redundancies or is presented non-sequentially?

x. Background knowledge assumed

In comprehension of the speech, is prior knowledge required? Is any prior knowledge required substantial, highly specialized or technical in nature?

xi. Supports

What kind of support, if any, is available? Support in this context refers to whether there are pictures, diagrams or other visual aids to support the text.

While there are a number of approaches that can be utilized to improve listening comprehension, one important key is regular and consistent practice. An EFL or ESL teacher may also provide a measure of guided practice in developing key listening comprehension skills. Taking these other factors into account, listening comprehension segments can be identified which may tend to cause problems for learners or that have a sufficient number of suitable aspects to make them practical and useable.

Everyday experience tells us that distending is sometimes hard and sometimes

easy, but we normally unaware of the factors that are contributing to that variation. Most people would probably agree that listening to a radio broadcast of parliamentary debate is relatively demanding, if we are trying to follow the even closely, while listening to a child reading from a book of fairy stories is much easier. Although a large number of factors are involved, they fall into three principal categories, related to:

- a. The type of language we are listening to, the input.
- b. Our task or purpose in listening
- c. The content in which listening occurs.

In these terms, the parliamentary debate or commentary of a game is difficult under the first and third heading. The language input is hard to follow: the content of what is said may be fairly unpredictable, it may be abstract in nature; it may deal with complex topic and it will probably be expressed in quite linguistic form.

According to Anderson and Lynch (1988,pp.63-71), there are four principal features of language inputs that have been found to be influential as far as ease or difficulty of comprehension is concerned. These are i) the way in which the information is organized; ii) the listeners familiarity with the topic iii) the explicitness of the information given and iv) the type of input.

There are other several factors that contribute to make listening easy or difficult. They are as follows:

a. Information Organization

The most widely investigated features of information organization are the sequencing of information in simple narrative texts. Where events are described in the order in which they occurred then the study is better understood and more accurately recalled than in the events are described out of chronological sequence.

b. Familiarity of Topic

It is easier to listen to a passage on a familiar topic than on an unfamiliar one. It is found that the amount of prior knowledge of the topic of a story in their study was about drills. It was a significant predictor of how much content the listener would recall. Thus, it seems that one kind of easy listening input is one which topic we already have some knowledge of (Anderson and Lynch 1988, pp. 43 - 47).

c. Explicitness of Information

The amount of information available to the listener makes listening comprehension easy or difficult.

d. Type of Input

From experimental research with teenagers Brown and Yule (1983,p.79) have categorized spoken texts into three broad types: static, dynamic and abstract. The terms refer to the difference in the potential complexity of relationship between the things, people, events and ideas referred to by a speaker.

1.1.4 What is Successful Listening?

First, the listener may not hear adequately what has been said, due to for example, competing background noise or unfamiliarity with the speaker's accent. The

listener recognizes that he has been spoken to, but has no idea what the message intends to give in the speech. Second, this is presumably a common problem for the foreign listener speech may contain words or phrases that the listener can hear adequately but is unable to understand because of serious problems with the syntax or semantics of the foreign language. Third there are times when the listener is perfectly able to hear and understand the speaker, but may have 'switched off' consciously or unconsciously. For instance, we might suddenly remember that we have only ten minutes before the banks closed.

Fourth, there are those messages which the listener attends to fully and from which he tries to construct a coherent interpretation. Teaching listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice.

One of the largest inhibitors for students is often mental block. While listening, a student suddenly decides that he or she doesn't understand what is being said. At this point, many students just tune out or get caught up in an internal dialogue trying translating a specific word. Some students convince themselves that they are not able to understand spoken English well and create problems for themselves

Students need to apply the same approach to listening skills. Students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved understanding too quickly. The brain is capable of amazing things if given time; students must have the patience to wait for results. If a student continues this exercise over two to three months their listening comprehension skills will greatly improve.

1.2 Review of Related Literature

Awasthi (1995) carried out a study giving a listening task comprising of sound discriminations and listening comprehension test to the first year student of T.U. (it was just a small segment of the test). He found that students committed more errors on the questions requiring slightly interference types of answer rather than those of the mechanically lifted ones. He concluded that the cause of errors in listening comprehension might be lack of practice in it. Similarly, Timilsina (2000) carried out a research entitled ‘on the effectiveness of recorded materials over conventional techniques’ in teaching listening comprehension to 10th graders of a Government-aided school. After teaching twenty lessons, he administered a test on both experimental and control groups. He found that the control group, for which the live voice of a teacher (conventional technique) was used, has gained better achievement than the experimental group for which the recorded materials were used. In the same way, Aryal (2001) carried out a research entitled “Listening proficiency of grade IX students”. In this study he found that listening proficiency of the students was better in the scene text rather than in the unseen one. He wanted to determine whether the students exhibit better performance in seen text or unseen text. He administered a listening comprehension test using both the texts and found that there was no significance difference in the performance of the students in seen and unseen texts.

Chapagain (2001) carried out a research on proficiency in listening comprehension of class nine students. His findings were that there is lack of appropriate (Listening) exposure to students of Government-aided school with a significant difference 19.42 percent. The male students have been found to be more proficient in listening comprehension than their female counter-parts. The students having Tibeto-Burman language background have been found to have shown better

performance than those having Indo-Aryan language background. The difference between them is by 1.21 percent. Similarly, his finding is that the nine graders students according to IELTS band score table they have got 5 band level. Similarly, Rana (2002) carried out a research on “Listening ability of the Nepalese learners of English.” He wanted to determine whether the students of different institutes, faculties, levels and linguistic background could recognize and discriminate segmental sound or not. He also wanted to compare the abilities of different levels, faculties and institutes and linguistic background. His study was limited to the students of Kathmandu valley. He found that the listening abilities of the Nepalese learners of English were determined to be 85.95%. The listening abilities of engineering students was the highest i.e. 87.01%. Similarly, he found that the students having Tibeto-Burman language background had better listening abilities than those of the students 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. Similarly, Singh (2000) carried out a comparative study between the student of grade eight of government-aided and private sectors schools on the achievement of listening comprehension .His study was exclusively confined to four schools in kathmandu valley, two of them being government-aided schools and two private schools. His conclusion was that the students of the private school are better than their counterpart of the government schools.

Despite the multiplicity of the researchers the present study is confined in viewing the listening proficiency of grade eight students of 2 governments and 2 private school of the Parvat District. In order to find out the listening proficiency of the students, a comparative study between government-aided and private school is carried out.

1.3 Objectives of the study

The objectives of the study were as follows:

- a) To find out the listening proficiency of the Eighth graders in Parbat District.
- b) To compare the performance of the students in terms of:
 - i. schools
 - ii. genders
 - iii. items
- c) To suggest some pedagogical implications.

1.4 Significance of the Study

Listening is one of the four major language skills. It is such a skill, which creates problematic situation for the Nepali learners of The English language. The students always feel difficulty in comprehending the listening text. Similarly, the researchers are discourage with the lack of listening material. So, the study of listening comprehension is important in this context.

The study is useful for finding out the proficiency of the students of eight graders in listening. The comparison of listening comprehension ability between private and government-aided schools of Parbat District can equally be useful for the concerned people.

This study is significantly useful to the people involved in teaching and learning of the English language in Nepal and particularly to the language teachers, text book writers and syllabus designers. This study is hoped to provide feedback to these

people for revision, improvement and addition of necessary texts in the existing text books as well. Similarly, the persons interested in carrying out further studying the field of listening skill will also be benefited from the study.

CHAPTER TWO

METHODOLOGY

The following methodology was adopted in carrying out this research:-

2.1 Sources of Data

The data for the research were collected from both primary and secondary sources.

2.1.1 Primary Sources of Data

The primary sources of data were the grade VIII students of two private and two government-aided schools of Parvat District.

2.1.2 Secondary Sources of Data

For the successful completion of the study the researcher also consulted different books, journals, articles, previous research studies and so on related to the field of investigation. More specifically, the following were the sources of the study:

Abbot (1981), Ur (1996), Rai (1998), Kumar (1999), Harmer (2000), Timilsina (2000), Sthapit (2000), Singh (2000) , Bhattarai (2001), Aryal (2001), Chapagain (2001), and Rana (2002) .

2.2 Population of the Study

The populations of the study were consisted of grade eight students of lower secondary level of government-aided and private schools of Parvat district.

2.3 Sampling Procedure

Four schools were purposively selected for data collection, representing both sectors: government-aided as well as private. Then, 16 students from each school were selected by applying random sampling procedure.

2.4 Tools for Data Collection

For the purpose of data collection, the researcher employed both oral tests and questionnaires.

The researcher used eight different sets of test items consisting of different listening tests to collect data. The shortlisted tools will be:

-Test :-Sprinter English (Developed by Bhudipuram Prakashan)

-Tape :-Developed by CDC (Santhimi) for eighth grade students.

-Audio :-Developed by Researcher

2.5 Process of Data Collection

1. The data for this research were collected from two schools from each sector Private and Government-aided.
2. After the researcher prepared the required copies of test items, he visited the selected schools for the study at different times.
3. He took the school's permission and requested the English teachers to select 16 students (8 boys and 8 girls) from the grade eight.
4. With the help of the English teacher, he took those students into the separate

rooms.

5. He distributed the test items and provided the necessary instructions.
6. He instructed the students to solve the set of questionnaire.
7. Once they finished the first items, they were provided the second type of text and.
8. Similarly, the remaining text was also presented and carried out in the same way in a very systematic order.

2.6 Limitations of the Study

The basic limitations of the study were as follows:

1. The study was limited to grade eight students only.
2. This study was limited to listening comprehension only.
3. This study was limited to four schools in Parvat District: two private and two government-aided.
4. This study was limited to the results obtained from 64 students only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is core of this research report which consists of all the main aspects of the research study. To be more specific, analysis and interpretation of data is done in this chapter and data were collected with the help of different tools. It contained four different texts having equal full marks to measure the proficiency of the subjects under study in listening comprehension. The students had to listen to those recorded texts as to do the activities given. The tests were related to telephone conversation, description of people, reports and information and dialogues.

After collecting the data, the answer sheets were checked and the marks were assigned to them. Then the marks obtained by the students were presented. Therefore, in the selected schools, the students did not have equal proficiency in listening. Some of them were above average, some of them were average and some of them were below average. In totality, average (mean) is taken to show the listening proficiency of the targeted group.

The average mark (mean) is calculated using the formula:

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

Where, \bar{X} = mean

F = frequency of occurrence

Σ = Sum of

X = Score in distribution

N = Number of scorer

The students' proficiency in listening comprehension was analyzed and compared on the basis of the marks they obtained. The level of their listening comprehension has been analyzed and compared in the following tables:

3.1 Holistic comparison of Listening Proficiency of Private and Government-aided Schools' Students

This section deals with the holistic comparison of the proficiency in listening comprehension between the students of private and government-aided schools studying in grade eight.

Table No. 1

Comparison of Listening Proficiency Between Private and Government-aided Schools' Students

S.N.	Compared Groups	Number	Average Marks	Percent	S.D.
1	Private School	32	24.25	75.76	3.21
2	Government-aided School	32	18.25	56.64	4.67

The table given above presents the holistic comparison of the listening comprehension of government-aided and private schools. It was found that the students of private school obtained 24.25 average marks out of 32 full marks whereas the students of government-aided schools obtained 18.25 average marks out of 32 full marks. Similarly, the total proficiency in listening comprehension of

the students of private and government-aided schools is found to be 75.76 percent and 56.64 percent respectively. The difference in average between two sector is 6 i.e. 19.12 percent . So, the researcher concluded that the students of private schools are more proficient than the students of government-aided schools.

3.2 Gender wise Listening Proficiency

This section, deals with the study of listening proficiency in terms of gender of all the schools.

Table No. 2

Gender Wise Listening Proficiency

No. of students		Full marks	Obtained marks	Percentage
Female	32	1024	682	66.59%
Male	32	1024	670.5	65.47

The table given above shows that 32 girls obtained(i.e.66.59%) 682 marks out of 1024 . Likewise, 32 boys obtained(i.e.65.47%) 670.5 out of 1024 full marks. Thus the listening proficiency of the girls seems better than that of the boys.

3.3 Sector wise Listening Proficiency

This sector deals with the study of listening proficiency in terms of private schools and government-aided schools.

Table No. 3

Sector Wise Listening Proficiency

No. of students		Full marks	Obtained marks	Percentage
Government-aided schools	32	1024	582	56.64%
Private Schools	32	1024	770.5	75.76%

The table given above shows that 32 students of government-aided schools obtained(i.e.56.64%) 582 marks out of 1024 marks. Similarly, 32 students of the private schools obtained(i.e.75.76%) 770.5 marks out of 1024 marks. This shows that there is a vast difference in listening comprehension between the students of government-aided and private schools.

3.4 School wise Listening Proficiency with Gender

This section deals with the study of school wise listening proficiency. The study of the private schools is presented at first.

a. Namuna Secondary Boarding School

The listening proficiency of randomly selected 16 students of Grade 8 of Namuna Secondary Boarding school is presented in the following table.

Table No. 4

Listening Proficiency of Grade Eight Students of Namuna Secondary Boarding School

Variables		No. of Students	Full Marks	Obtained marks	Average Marks	Percentage
	Male	8	256	187.5	23.437	73.24
	Female	8	256	208.5	26.06	81.44
Overall		16	512	396	25	77.34

In the table presented above in Namuna Secondary Boarding School out of 16 students 8 were boys and 8 were girls. Male students obtained (i.e. 73.24%) 187.5 marks out of 256 and their average is 23.437 with. Likewise, 8 girl students obtained (i.e. 81.44%) 208.5 marks out of 256 with 26.06 average marks. Hence the proficiency of male students in listening seems a little bit better than that of girls students in this school. So, the above table shows that girls proficiency is better than boys in percentages.

b. Adarsha Secondary English School

The listening proficiency of randomly selected 16 students of Grade 8 from Adarsha Secondary English School is shown in the following table:

Table No. 5

Listening Proficiency of Grade 8 Students of Adarsha Secondary English School

Variables		No. of Students	Full Marks	Obtained marks	Average Marks	Percentage
	Male	8	256	187.5	22.31	69.72
	Female	8	256	196	24.5	76.56
Overall		16	512	374.5	23.405	73.14

The above table shows that out of 16 students 8 were girls and 8 were boys. Eight girl students gained(i.e.76.56%) 196 marks out of 256 and their average is 24.5. Similarly, 8 boys students gained(i.e.69.72%) 178.5 marks out of 256 and their average is 22.31. Hence the proficiency of female students is better than male students in this school.

c. Thapathana Secondary School

The listening proficiency of 16 students at grade 8 of Thapathana Secondary School is presented below in the table:

Table No. 6

Listening Proficiency of Grade 8 Students of Thapathana Secondary School

Variables		No. of Students	Full Marks	Obtained marks	Average Marks	Percentage
	Male	8	256	160.5	20.062	62.69
	Female	8	256	135.5	16.937	52.92
Overall		16	512	296	19	57.805

The above table shows that 8 male students obtained(i.e.62.69%) 160.5 out of 256 with 20.062 average marks . In the same way 8 female students have obtained(i.e.52.92%) 135.5 marks out of 256 with 16.937 average marks. In this government-aided School the proficiency of female students seems poorer than that of male students.

D. Shree Ram Secondary School

The listening proficiency of 16 selected students from class 8 of Shree Ram Secondary School is presented in the table below:

Table No. 7

Listening Proficiency of Grade 8 Students of Shree Ram Secondary School

Variables		No. of Students	Full Marks	Obtained Marks	Average Marks	Percentage
	Male	8	256	144	18	56.25
	Female	8	256	142	17.75	55.46
Overall		16	512	286	17.25	55.85

In the above table 8 boy students obtained(i.e.56.25%) 144 marks out of 256 with 18 average marks. Whereas 8 girl students have obtained(i.e.55.46%) 142 marks out of 256 and their average marks is 17.75. This shows that the proficiency of female students is a bit poor than that of male students in Shree Ram Secondary School.

3.5 Proficiency in Listening Comprehension of the Students of Private and Government-aided Schools

This section deals with the proficiency in listening comprehension of both private and government-aided school's students as intra- sector.

3.5.1 Comparison of Listening Proficiency of the Students of Private Schools

The table presented below i.e. (table no. 8) shows the listening proficiency of the students of two private schools, i.e. Namuna Secondary Boarding School and Adarsha Secondary English School.

Table No. 8

Comparison of Listening Proficiency of the Students of Private Schools

S.N.	Name of School	No.	Average Marks	Percentage	S.D.
1	Namuna S. Boarding School	16	25	78.14	3.39
2	Adarsha Secondary English School	16	23.405	73.14	3.041

The above table presents the proficiency in listening comprehension of the students of private schools studying in grade eight in two different schools. The students of Namuna Secondary Boarding school have 78.14 percent proficiency whereas the proficiency of the students of Adarsha Secondary English School is found to be 73.14 percent. The students of Namuan Secondary Boarding School scored 25 marks in average out of full marks. Similarly, the students of Adarsha Secondary Boarding School scored 23.405 average marks. Their average marks difference is 1.6, i.e. 4.7 percent.

As a whole, the average mark of the students of both schools is 24.202 i.e. 75.75 percent of the marks in the test.

Similarly, the result of standard deviation denotes that Adarsha Secondary English School students are a bit good in terms homogeneity in proficiency than those of Namuna Secondary Boarding school.

3.5.2 Comparison of Students Government-Aided School

Table No. 9 shows listening proficiency of the students of two government-aided schools.

Table No. 9

Proficiency in Listening Comprehension of the Students of Government-aided School

S.N.	Name of School	No.	Average Marks	Percentage	S.D.
1	Shree Thapathan Secondary School	16	19	59.38	4.582
2	Shree Ram Secondary School	16	17.87	53.19	4.769

The above table presents the proficiency in listening comprehension of all students of government-aided schools studying in grade eight in two different schools. The students of Thapathana Secondary School found to have 59.38 percent proficiency, whereas the proficiency of the students of Shree Ram Secondary School is found to be 53.09 percent. The students of Thapathana Secondary School scored 19 average marks. Whereas, the students of Shree Ram Secondary School scored 17.87 average mark. Their average marks difference is 1.13 i.e. 5.48 in percent

As a whole, the average marks of the students of both schools is 18.435 i.e. 56.64 in percent of the marks in the test.

The above table shows that the students of Thapathana Secondary School have exceeded the studies of Shree Ram Secondary School.

3.6 Difficulty Level of Four Sets of Questions in Private and Government-aided Schools

On the basis of answer collected from the students of eight grade in both private and government-aided schools, the difficulty level of the sets of question have been shown in the table below.

Table No. 10

Difficulty Level of Four Sets of Questions in Private and Government-aided Schools

		Mean of the Mean Obtained Scores			
		Set A	Set B	Set C	Set D
	Namuna S. Boarding School	6	6.12	6.25	6.37
	Adarsha S. English School	5.59	5.71	6.15	5.93
	Thapathan Secondary School	4.65	4.5	4.25	5.09
	Shree Ram Secondary School	4.37	4.59	4.28	4.62
	Total	5.15	5.23	5.23	5.502

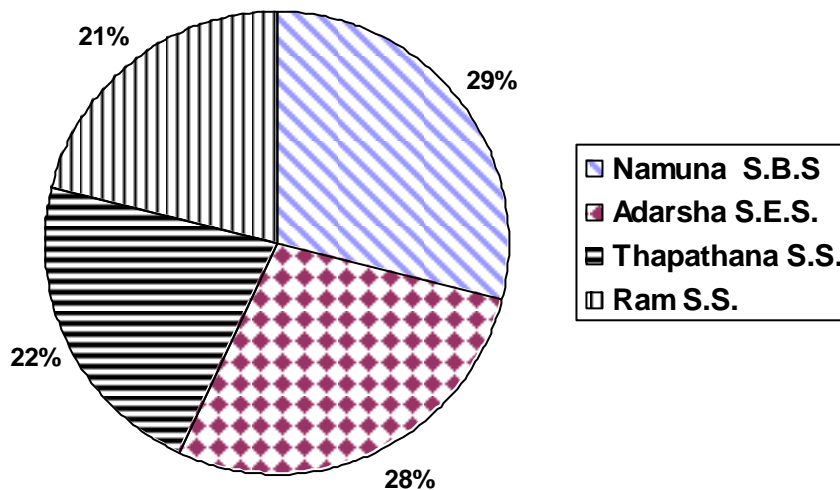
The table shows the comparison of difficulty level of four of questions used for

finding proficiency in listening comprehension of the eighth grade students of four different schools. Depending upon the mean of the mean scores obtained by the students for each set. Set 'D' has been found the easiest and set 'A' the most difficult in average.

Here, set 'A' and set 'D' are more difference but set 'B' and set 'C' are seen some in terms of their difficulty level. That is to say, set D have been found more accessible and suitable to the level of the students as they obtained 5.502 score out of the some total.

3.7 Proficiency in listening comprehension of the students of all four schools studying in grade eight is shown separately pie-chart

Figure No. 1

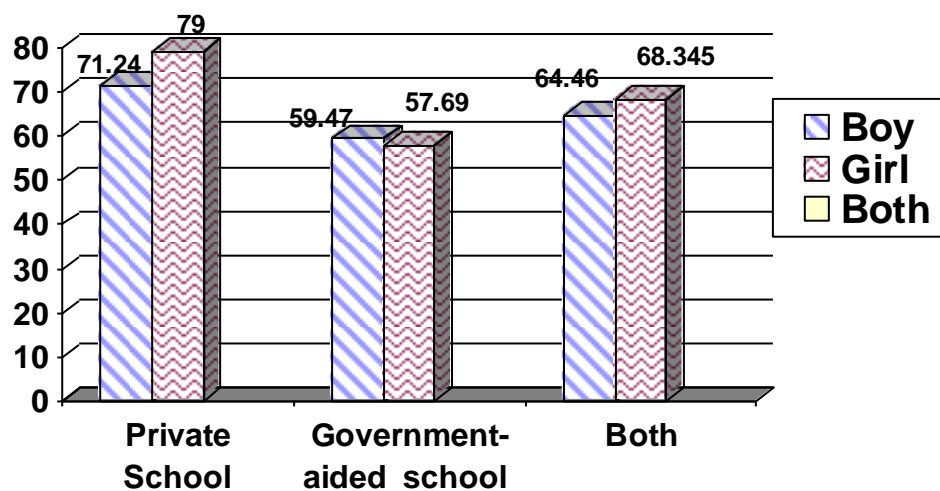


From the above chart, it is obvious that the proficiency of Namuna Secondary Boarding School is found to be 29% which is the highest among all. In the same way, the proficiency of Shree Ram Secondary School is found to be the lowest i.e. 21 %. The remaining schools Adarsha English Secondary School and Thapathana Secondary School have 28% and 22 % proficiency respectively.

3.8 Gender-wise Comparison

The following diagram shows the listening proficiency of the students in relation to gender.

Figure No. 3



From the above multiple bar diagram the boy students from private school obtained 71.24 percentage while girl obtained 79 percentage. But in government-aided schools' boy students obtained 59.47 percentage but girl students obtained only 57.69 percentage. The researcher concluded that the girls students are more proficient in private schools than government-aided schools. As a whole, boy students obtained 64.46 percentage but girl students obtained 68.345 percentage where girls were found to be more proficient.

3.9 Identified Problems from the Questionnaire

The following different sub-headings show the problems of the students in listening proficiency and shown by the responses to the questionnaire.

3.9.1 Analysis of the Teachers Responses

To investigate the problems of the students in listening, altogether ten ESL teachers from both sectors were asked some questions which were based on the following points.

- i. Which language skill ?
- ii. What types of material and their problems.
- iii. Problem related to the students.
- iv. Use of supporting guide
- v. Exposure of target language
- vi. Suggestion for making effective teaching listening.

i. Which Language Skill?

The researcher asked which language skill is practiced in the day to day English class. In response, the teacher said that, all language skills are equally important but in practice only reading and writing skills are emphasized due to the lack of supporting materials. But the teacher from the private schools somehow make the students practice all language skills.

ii. What Types of Material and their Problems

Apart from day to day used materials, some teachers were found to use different types of materials in language class, i.e. flash cards, cut-out. Some were found to use audio cassette player, map, magazines in the needed place.

With relating to their material problems, seventy percent teachers, responded that ,

there is inconvenience of those materials and another problem is of electricity. Although, thirty percent teachers were found to use those materials in such place as well.

iii. Problem Related to the Students

The researcher found that the students from government-aided school are habituated to direct translation method. So, they could not occupy with the new comer teacher and demand to speak Nepali translating English. But in private schools, student's were found to be habituated to communicative method as they could listen and speak with the teacher. Similarly, the girl students in government-aided schools were found to be nervous while they speak.

iv. Use of Supporting Guide

The researcher asked the teacher whether they use supporting guide or not they replied that were often use supporting guide in the class. But the researcher found that they were not using supporting guide because the proficiency of the students in language skills was not satisfactory.

v. Exposure of Target Language

In response to the question, whether they use the target language or not ?Above 70% teachers said, we could use target language all the time, but the students couldn't occupy with us. Because they said, students are habituated to listen Nepali language. But 80% teachers in private schools were found to use target language most of the time, so the private school students proficiency is better than that of government-aided schools.

vi. Suggestion for Making Effective Teaching Listening

The researcher extracted some suggestion from teacher, for making effective teaching listening. The suggestion taken from them have been listed below.

- a. Regular listening class should be followed.
- b. The teacher should get regular training time to time.
- c. The time for listening practice should be extended .
- d. Materials should be made available for listening practice.
- e. Class should be managed effectively by the administration.

3.9.3 Summary of the Students Responses

a. Use of Audio Cassette for Listening Skill

The prescribed audio cassettes were found to be used in different times by different teachers in four different schools. 10% teachers were found to use them once a week, 10% teachers once a month, 20% teachers used very rarely and 50% teachers used audio cassette only at last while they would finish all the text and other skill. The researcher did not find the prescribed audio cassettes in one government-aided school,i.e. Shree Ram Secondary School. In it's use, the teacher were found to be inactive.

b. Listening Practice at Home

During period of research, the researcher found that the students did not practice listening at home. So, they are very poor in listening proficiency.

c. Use of Other Source for Listening

The students from private schools and who were also facilitated from modern

equipment were found to watch different T.V. Channels. Some of them were found to listen to English news from NTV.

d. Medium of Teaching

In private schools the medium of teaching was English and Nepali was used very rarely. But in government-aided schools both languages i.e. Nepali and English were used. Most of the time, the teacher spoke Nepali in government-aided schools. The medium of teaching other subjects was also Nepali. But in private schools, other subjects were also taught in the English language.

e. Availability of Material

The Private boarding school students' were found to be facilitated through different kinds of materials because, they were in district headquarters. But the government-aided school students did not have access to those materials because they were far from district headquarters.

f. Exposure of Listening Test

The researcher found that the exposure to listening test was very limited because of so many reasons and teachers were also habituated to use such test only before terminal or final examination.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

This section deals with findings of the study based on the analysis and interpretation of the data;

1. The listening proficiency of the eighth graders at Prabat district was found as follows:
 - a. The overall listening proficiency of eighth graders is found to be 66.2 percent.
 - b. The average proficiency in listening comprehension of the students of private and government-aided schools was found 75.76 and 56.64 percent respectively..
2. The performance of the students in terms of schools, genders and items was found as follows:
 - a. To compare government-aided and private school students as a whole, the students from private schools were found more proficient than those from government-aided schools and lead 19.12 in percentage. The researcher found that government-aided school students were very weak in primary skill viz. listening and speaking.
 - b. The girl students were found to be more proficient who scored 68.345 percent than the boys students who scored 64.46 percent.
 - c. The girl students in government-aided schools were less proficient who scored 57.69 percent but the boy students scored 59.47 percent. Whereas girl

students scored 79 percent and boy students scored 71.24 percent in private schools.

3. The researcher found other things as follows:

- a. The test items were found compatible to the students of eighth graders.
- b. As a result, the overall listening proficiency was poor in those studied schools.

4.2 Recommendations

On the basis of the findings obtained from this research and analysis of the data, the researcher put forward some recommendations, which are as follows:

- i. The researcher recommended training for all the language teachers time and again. Similarly, the listening text should be taught as another course by providing supporting materials.
- ii. Whether government-aided or private schools, there should be basic listening materials, i.e., cassettes, tape recorders etc.
- iii. The medium of teaching English should be not other than the target language itself.
- iv. The teacher should take listening test regularly and should encourage the students to listen native pronunciation.
- v. The girl students in government-aided schools were found very poor in listening proficiency, so they should be highly encouraged.
- vi. Different kinds of audio cassettes should be produced by highly expert professionals.

- vii. Different kinds of national, international trainings, seminars should be conducted to refresh the language teachers.
- viii. The course designers should include extra listening texts to make the students proficient in it.
- ix. A native-like situation should be given to the students along with the native speakers' real voice to make them habituated in listening and learning the language.
- x. All the four languages skills should be taught in an equal exposure so as not to neglect the listening skill.
- xi.** The main and most common problem for non- native learners to listen to target language is its pronunciation. So, the language learner should get regular exposure of correct pronunciation.
- xii.** As very specific and limited study of this kind can't generate all the possible findings. It is necessary to carry out further investigations from related sectors.

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APPENDICES

APPENDIX – I

Listening Script -1

Good morning everyone. Today's programme is about living monsters. They can eat a man but care gently for their babies. They are crocodilians. Crocodiles, alligators, Gharial and Caimans are all crocodilians. When a crocodile's mouth is closed, you can see the fourth tooth on both sides. You can't see the alligator's teeth. The caiman is like an alligator but its snout is shorter and broader. The Gharial has the longest snout. It is very long and thin and you can see its thin teeth. It moves its head sideways very quickly to catch fish, crocodiles and alligators. Cat large animals as well, like deer and zebras. There are 14 kinds of crocodiles living in Africa, Australia and Asia. There are five kinds of caimans in South America. They eat smaller creatures like lizards. There are two kinds of alligators- the North American alligators and the smaller Chinese alligator. These are nearly extinct-only a few hundred pairs are still living. There is only one kind of Gharial left now. It lives in India and Nepal, Where the government's action has saved them from being lost for ever. They are one of the largest crocodilians,

usually reaching 3.5 to 4.5 meters, but the record is 6.5 meters long. Would it fit into your classroom?

All crocodilians lay eggs and guard them carefully as jackals and lizards steal them. After about three months the mother carries the babies in her mouth and puts them in the water so they can learn to swim.

Crocodiles often lie with their mouth open. They seem to be smiling but they have many blood vessels in their mouths, and these absorb the sun's warmth and give the crocodiles energy. As they are reptiles, their blood is not warm like ours. They are cold blooded. They eat stones to make themselves heavier. Crocodiles were living at the same time as the dinosaurs.

All crocodilians float in water with only their eyes and nose showing. They can shut their throat, noses and ears to stop water getting in and they can see under water as they have a third transparent eye- lid. Well, we hope you found that interesting. Be careful, a large crocodile or alligator can kill a person or severely injure him.

Listening Script - 2

Two discussing on the plan

A : I need two cameras between the balloon, and plenty of them. Then probably as pay camera lots and lots film in the truck.

B: I Need to take a radio, if there is trouble, I need to call the twelve for help. So a radio in the truck two. I take a few gas bottles in the truck. I think will take binoculars with us only fly, and sleeping bags first at kids and extra warm clothes, and oxygen, we need go very high. . . Oh we should take emergency food.

We only have one or two maps with us in the balloon. That other maps must come in the truck. And lots of books please . . . fiction and non fiction, god stories and encyclopedias and book some different topics.

And don't forget the matches we need to light the burner in the balloon.

A: Don't worry , we will be plenty of them.

Listening Script -3

Receptionist: Good morning, Health care clinic. Hold the line, Please.

(Music) sorry to keep you waiting. Can I help you ?

Manish: Yes, I'm wondering if I can make a doctor's appointment sometime today
?

Receptionist : Yes, certainly. With Dr. Bhandari?

Manish : Yes, Please.

Receptionist : When would like the appointment ?

Manish : Um, What about mid-afternoon? Would that be all right ?

Receptionist : I'm afraid non. Doctor only starts his clinic at four o' clock.

Manish : Four o'clock . . . Okay, well, could we make it for 4.30, please.

Receptionist : Yes, certainly. What's the name, please ?

Manish : The name is Manish, M-A-N-I-S-H.

Receptionist : Okay, we'll see you then.

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

Receptionist : That's okay. I'll take all your details when come in then.

Manish : Thanks, bye.

Receptionist : You're welcome.

Listening Script -4

Lumbini is 136km far from Chitwan, 30 km. far from Bhairawa. At this place lord Buddha was born around 563 B.C. and today it is a place of pilgrimage and peace.

In 1895, a German archaeologist discovered the remains of a tall pillar. The Indian Emperor Ashoka put up this carved pillar when he visited Nepal in 250 BC, and it says that Lumbini was the birth place of lord Buddha.

You can still see the pillar in the sacred Garden. Behind it is the Maya Divi Temple built of brick. Inside the temple there are carlings showing the Buddha's birth. The temple was built in the third century B.C. to mark the exact spot of his birth. At that time his mother bathed in the hereby pool. Two modern, active monasteries face the sacred Garden.

Appendix – II

Students of four schools

1.Namuna Secondary Boarding School

S.N.	Student's Name	Set A	Set B	Set C	Set D	Total
1	Anish Poudel	8	4	7	8	30
2	Arati Lamichhane	5.5	7	6	4	20.5
3	Bidya Shrestha	6	5	6	6	23
4	Dipak Neupane	7	8	6	6	27
5	Gopal Shrestha	5	7	5	8	25
6	Krishna Joshi	6	6	6.5	5	23.5
7	Kumar Shrestha	4	5	5	6	20
8	Lila Sapkota	7	6.5	7	6.5	27
9	Maya Gurung	5.5	6	6.5	7	25
10	Pramod K.C.	7	6.5	8	6.5	28
11	Raju Bhusal	5	6	5	5	21
12	Sabita Shrestha	8	7	6	8	29
13	Sushil Pradhan	5	6	8	5	24
14	Sangam Khatri	4	4	5	6	19
15	Supria Ghimire	6	8	8	7	29
16	Usha Joshi	7	6	5	7	25
Total		96	98	100	102	396

Female = 208.5 = 81.44%

male = 187.5 = 73.24 %

2. Adarsha Secondary English School

S.N.	Student's Name	Set A	Set B	Set C	Set D	Total
1	Ashmita Baral	7	7.5	8	6	27.5
2	Bhuwan Lamichhane	7	7	6	5.5	25.5
3	Kiran Tiwari	5	6	8	5	24
4	Kamala Shrestha	7	5	6	6	24
5	Kopil Adhikari	5.5	5.5	7	5	23
6	Laxman Shrestha	5	6	6	6	23
7	Madab K.C.	4	8	5	5	22
8	Manjila Chhetri	5	5	4	5.5	19.5
9	Minu G.C.	4	6	5	8	23
10	Nilam Shrestha	7	7	8	5.5	27.5
11	Nischal Lamichane	4	4	5	4.5	17.5
12	Pramila Panta	5	4	6	6	21
13	Priya Poudel	6	5	8	8	27
14	Roshna Chimire	6	6	6	6	24
15	Ramit Sapkota	4	5	4.5	6	19.5
16	Sadichhya Regmi	8	5.5	6	7	26.5
Total		89.5	91.5	98.5	95	374.5

Female = 196

= 76.56%

Male = 187.5

= 69.72

3.Shree Thapathana Secondary School

S.N.	Student's Name	Set A	Set B	Set C	Set D	Total
1	Bidur Poudel	6	7.5	7	6	26.5
2	Yam Bdr. Shrestha	6	7	6	8	27
3	Chitra Bdr. Thapa Magar	6	5	5	6	22
4	Ishwori Thapa Magar	5	4	4.5	4.5	18
5	Bimal Bhandari	5	4	5	4	18
6	Bindu Thapa	6	7	5.5	6	24.5
7	Dil Bdr. Shrestha	7	5	4	5	18
8	Ek. Prasad Sampkota	3	3	3	4	13
9	Gopi Subedi	5	4	4	6	19
10	Ganga Thapa Magar	3	3	3	6	15
11	Jeevan Thapa Magar	5	3.5	4.5	4	17
12	Sapana Shrestha	5	6	3	6	20
13	Sharmila Kunwar	3	3	2	3	11
14	Sangita Shrestha	5.5	5	4.5	3	18
15	Urmila Thapa Magar	4	3	4	4	15
16	Bishnu Kumar Thapa	3	2	3	6	14
Total		74.5	72	68	81.5	296

Female = 135.5 = 52.92%

male =160.5= 62.69%

4.Shree Ram Secondary School

S.N.	Student's Name	Set A	Set B	Set C	Set D	Total
1	Aakash Kunwar	7	7.5	5.5	6	26
2	Amrit Regmi	6	7	7	6	26
3	Bijaya Bhusal	5	5	6	5	21
4	Bimala Rijal	4	6	4.5	6	20.5
5	Basanti B.K.	6	6	5	5	22
6	Dipika K.C.	5	6	5	4	20
7	Ganga Regmi	4	5	5	4	18
8	Gita Regmi	3	3.5	2	4.5	13
9	Hari Adhikari	4	4	3	4	15
10	Kalpana Sapkota	4	5	5.5	6	20.5
11	Kabita B.K.	3	2	3	4	12
12	Lekhnath Rijal	3	2	3	3	11
13	Manoj Sunar	5	3.5	2	3.5	14
14	Nabin Regmi	2	4	3	4	13
15	Rprakash Rijal	3	4	5	6	18
16	Sangita Adhikari	6	3	4	3	16
Total		70	73.5	68.5	74	286

Female = 142

= 55.46%

male = 144

= 56.25%

Appendix III

Marks Obtained by the Students Form Different Schools

1. Namuna Secondary Boarding School

M O (X)	Mid-value (x)	f	fx
18-20	19	1	19
20-22	21	3	63
22-24	23	2	46
24-26	25	4	100
26-28	27	2	54
28-30	29	3	87
30-32	31	1	31
Total		N= 16	$\Sigma fx = 406$

Here,

$$\Sigma fx = 406$$

$$N = 16$$

Now,

$$\bar{X} = \frac{\Sigma fx}{N} = \frac{406}{16} = 25$$

Again ,

$$\text{Average proficiency in percent} = \frac{25}{32} \times 100$$

$$= \frac{2500}{32} = 78.10\%$$

2. Adarsha Secondary English School

M O (X)	Mid-value (x)	f	fx
16-18	17	1	17
18-20	19	2	38
20-22	21	1	21
22-24	23	4	92
24-26	25	4	100
26-28	27	4	108
Total		N= 16	$\Sigma fx = 376$

Here,

$$\Sigma fx = 376$$

$$N = 16$$

Now,

$$\bar{X} = \frac{\Sigma fx}{N} = \frac{376}{16} = 23.5$$

Again ,

$$\text{Average proficiency in percent} = \frac{23.5}{32} \times 100$$

$$= \frac{2350}{32} = 73.4\%$$

3 Thapathana Secondary School

M O (X)	Mid-value (x)	f	fx
10-12	11	1	11
12-14	13	1	13
14-16	15	3	45
16-18	17	1	17
18-20	19	5	95
20-22	21	1	21
22-24	23	1	23
24-26	25	1	25
26-28	27	2	54
Total		N= 16	$\Sigma fx = 304$

Here,

$$N = 16$$

$$\Sigma fx = 304$$

Now,

$$\bar{X} = \frac{\Sigma fx}{N} = \frac{304}{16} = 19$$

$$\text{Average proficiency in percent} = \frac{19}{32} \times 100$$

$$= \frac{1900}{32} = 59.38\%$$

4. Shree Ram Secondary School

M O (X)	Mid-value (x)	f	fx
10-12	11	1	11
12-14	13	3	39
14-16	15	2	30
16-18	17	1	17
18-20	19	2	38
20-22	21	4	64
22-24	23	1	23
24-26	25	0	0
26-28	27	2	54
Total		N= 16	$\Sigma fx = 276$

Here,

$$N = 16 \quad \Sigma fx = 276$$

Now,

$$\bar{X} = \frac{\Sigma fx}{N} = \frac{276}{16} = 17.25$$

$$\text{Average proficiency in percent} = \frac{17.25}{32} \times 100 = \frac{1725}{32} = 53.9\%$$

APPENDIX – IV

1. Standard Deviation of Namuna Secondary Boarding School

M O (X)	Mid-value (x)	f	d = x-25	fd	fd ²
18-20	19	1	-6	-6	36
20-22	21	3	-4	-12	48
22-24	23	2	-2	-4	8
24-26	25	4	0	0	0
26-28	27	2	2	4	8
28-30	29	3	4	12	48
30-32	31	1	6	6	36
Total		N= 16		∑ fd=0	∑ fd ² =184

Here,

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= \sqrt{\frac{184}{16} - \left(\frac{-0}{16}\right)^2}$$

$$= \sqrt{11.5}$$

$$= 3.39$$

2. Standard Deviation of Adarsha Secondary English School

M O (X)	Mid-value (x)	f	d = x-21	fd	Fd ²
16-18	17	1	-4	-4	16
18-20	19	2	-2	-4	8
20-22	21	1	-0	0	0
22-24	23	4	2	8	16
24-26	25	4	4	16	64
26-28	27	4	6	24	144
Total		N= 16		∑ fd=40	∑ fd ² =248

Here,

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= \sqrt{\frac{248}{16} - \left(\frac{40}{16}\right)^2}$$

$$= \sqrt{15.5 - 6.25}$$

$$= \sqrt{9.25}$$

$$= 3.041$$

3. Standard Deviation of Thapathana Secondary School

M O (X)	Mid-value (x)	f	d= x-19	fd	fd ²
10-12	11	1	-8	-8	64
12-14	13	1	-6	-6	36
14-16	15	3	-4	-12	48
16-18	17	1	-2	-2	4
18-20	19	5	0	0	0
20-22	21	1	2	2	4
22-24	23	1	4	4	16
24-26	25	1	6	6	36
26-28	27	2	8	16	128
Total		N= 16		∑ fd= 0	∑ fd ² =336

Here,

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= \sqrt{\frac{336}{16} - \left(\frac{0}{16}\right)^2}$$

$$= \sqrt{21}$$

$$= 4.582$$

4. Standard Deviation of Shree Ram Secondary School

M O (X)	Mid-value (x)	f	d= x-19	fd	fd ²
10-12	11	1	-8	-8	64
12-14	13	3	-6	-18	108
14-16	15	2	-4	-8	32
16-18	17	1	-2	-2	4
18-20	19	2	0	0	0
20-22	21	4	2	8	16
22-24	23	1	4	4	16
24-26	25	0	6	0	0
26-28	27	2	8	16	128
Total		N= 16		$\Sigma fd^2 = -8$	$\Sigma fd^2=338$

Here,

$$\sigma = \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$$

$$= \sqrt{\frac{338}{16} - \left(\frac{-8}{16}\right)^2}$$

$$= \sqrt{23 - 0.25}$$

$$= \sqrt{22.75}$$

$$= 4.769$$

SAMPLE QUESTIONNAIRE FOR THE TEACHERS

Teacher's Name:

Date:

School's Name and Address :

Qualification :

Experience years :

Please read the following questions and answer them with reference to your school and students.

1. Do you think all the language skills are equally important? Why ?

.....
.....

2. How much time do you invest for teaching listening skill in a week?

.....
.....

3. What kind of material do you use for teaching listening ?

.....
.....

4. What problems do you face to use them ?

.....
.....

5. What kind of problems do you face in the case of the students ?

.....
.....

6. How often do you use the teacher's guide fore teaching listening skill ?

.....
.....

7. How often do you use English language while teaching English in your classroom ?

- a. All the time during the class
- b. B. half of the time
- c. Sometimes

8. Is electricity easily available in the classroom?

- a. Yes
- b. No

9. Have you faced any problems in teaching listening skills from your side ?

.....
.....

10. What do you suggest to make teaching listening effective and easier?

.....
.....

Teacher's signature

Principal's signature