

**IELTS BASED LISTENING COMPREHENSION OF M.ED
STUDENTS OF TU**

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

Submitted by

Kamala Sharma

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that Ms. **Kamala Sharma** has prepared this thesis entitled **IELTS Based Listening Comprehension of M.Ed Students of TU** under my guidance and supervision.

I recommend the thesis for acceptance.

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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: 25/12/2016

Kamala Sharma

DEDICATION

Dedicated

To

My parents, husband and all who directly and indirectly supported in my study.

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I am deeply indebted and owe my special note of gratitude to my guru and thesis supervisor **Dr. Ram Ekwel Singh**, Head, Department of English Education, who read my draft copies, provided insightful ideas, stimulating suggestions and encouragement on the different aspects of research. He was the source of inspiration for successful completion of this research work.

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ABSTRACT

The present research entitled "IELTS based listening comprehension of M.Ed Students of TU" was an attempt to find out listening comprehension ability of the master level students on the basis of IELTS in the Department of English Education at Central Department of Education, Tribhuvan University. Both primary and the secondary sources of data have been utilized in the study. Quantitative and interpretative data analysis procedures have been used in the study.

In order to carry out research, forty students were selected using non random sampling procedure where twenty five students were male and fifteen students were female. IELTS test paper from previous examination was used as a means of data collection. The study found out that listening comprehension ability of the students of Master level in the Department of English Education at Central Department of Education, Tribhuvan University was not good. The overall result in listening comprehension was not satisfactory. Because most of the students are below pass level in listening comprehension. The remaining fewer students are good in listening comprehension. Furthermore, it was also found out that very few of the students got first division according to SGPA evaluation system of TU. It shows that, though, listening is important skill of four language skills, or it is neglected by the students which is not the good sign for them.

The study is divided into five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions key terms. Chapter two consists of review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. Chapter three includes methods and procedures adapted during the study which incorporates design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis procedures and ethical considerations. Similarly in chapter four analysis of data and interpretations have been presented. Chapter five contains findings, conclusion and recommendations. References and appendices are also included at the end of this work to make it more valid.

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LIST OF SYMBOLS AND ABBREVIATIONS

CDC	:	Curriculum Development Centre
ELT	:	English Language Teaching
FL	:	Foreign Language
i.e.	:	That is
IELTS	:	International English Language Testing System
M.Ed	:	Master of Education
MoE	:	The Ministry of Education
SGPA	:	Semester Grade Point Average
TU	:	Tribhuvan University
WWW	:	World Wide Web