

**LISTENING COMPREHENSION ABILITY OF PRIMARY
ENGLISH TEACHERS**

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

**Submitted by
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Kirtipur, Kathmandu, Nepal
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CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a wonderful possession of human being. It is recognized as one of the greatest human achievements – more important than all physical tools invented in last two thousand years. The acquisition of language is unique to human being.

Jespersen (1954, p. 7) says:

Language is frequently spoken of as a 'living organism' ; we hear of the 'life' of a language, of the 'birth' of new languages and of the 'death' of old languages and implication, though not always realized, is that a language is a living thing, something analogous to an animal or plant.

So language cannot be defined in a single word. Language is not regarded as constant because it is dominant by many factors such as social, cultural, economic, political, and so on.

Language is a tool of communication. It is extremely complex and highly versatile code used for human communication. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Language is a vehicle of human thoughts. We use spoken form of language every day, face to face, as a means of communication and written form of language allows us to record and hold on to our history across generations.

English is an international language. It is learned for some specific purpose, mostly to communicate with the foreigners in Nepal. Usually, it is taught as a school subject but it is very seldom used as a language of communication.

Harmer (2008, p. 415) says, "By the end of 20th century English was already well on it's way to becoming a genuine Lingua franca, that is a language used widely for communication between people who do not share the same first language."

So far as the question of the English language is concerned, it has been taught as foreign language in Nepal and many other countries. Furthermore, English is also used to establish diplomatic relationship with most of the countries in the world by some of the internationally recognized organizations like the UN, EUROPEAN UNION, SAARC, WHO, etc.

Teaching English has gained increased momentum with the socio-political changes and globalization sweeping the universe at large. With the change in time and situation, the curricula have been designed with specific modified features to suit the Nepali learners' needs.

1.1.1 Language Skills

A child starts acquiring the language from his early childhood in his natural environment and becomes adult in the field of language when he becomes five or six years of age. This learning is said to be the mother tongue learning i.e. first language (L_1) of the child. At this period, he spends much time in hearing and speaking around his environment in different situations. He follows natural order of language learning, i.e. listening-speaking-reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills. Receptive skills are acquired naturally as a child first hears the language and starts speaking after his comprehension of listening.

While teaching English as foreign language, all the skills should be taught in an integrative way. These four basic skills are categorized under receptive skills and productive skills based on the way participants engage in communication. It can be made clear in the following table.

Table No 1

Language Skills

Participants	Productive Skills	Receptive Skills	Participants
Speaker	Speaking	Listening	Listener
Writer	Writing	Reading	Reader

1.1.2 Listening

Listening is the first language skill. A child cannot produce language if he does not hear it in a meaningful context. Listening is followed by speaking which is inevitable and a pre-requisite to learn to read and write.

Khaniya (2005, p.124) says:

Listening is a complex process. In listening, the listener receives the incoming data, an acoustic signal and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse structure, pragmatics and sociolinguistics. The non-linguistic knowledge includes knowledge of the topic, the context and general knowledge about the world and how they work.

Similarly, Underwood (1989, p. 1) says:

Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we

need to be able to work out what speakers mean when they use particular words in particular ways on [particular occasions, and not simply to understand the words themselves. A speaker saying ‘You are late’, for example, may be wishing to convey any one of the range of meanings: simply stating the fact that you have arrived late or complaining because he/she has had to wait, or expressing surprise because he/she didn't expect you to arrive late, what the speaker means lies only partly in the words spoken, and you as the listener, must recognize and interpret the other factors which are used to convey the message to you.

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. So, listening is the ability to identify and understand what others are saying.

1.1.3 Listening in the Context of Nepal

In the traditional curriculum only the two skills reading and writing were focused and emphasized whereas now the emerging new approaches, methods and techniques in the field of teaching and learning has brought a great change in the perspective of educationists, curriculum designers language teachers. As a result, all language skills whether primary or secondary, productive or receptive are considered equally important to cultivate communicative competence. Therefore, in the new secondary education curriculum of compulsory English teaching and testing of listening and speaking has come into existence. It is as much important as other skills from linguistic point of view because linguists are of the opinion that all language skills are equally important and should be taught interactively.

1.1.4 Overview of Listening Comprehension

Listening comprehension refers to the ability to understand and interpret the spoken message. It is not simply a process of decoding language rather it is a very complex process in which the learner takes and interprets the spoken message. It is an inferential process, an ongoing process of constructing and modifying an interpretation of what the text is about based on whatever information seems relevant at that time. To quote Buck (2010, p. 2) “Listening comprehension is being able to hear, understand or comprehend what you heard and remember it.”

In the past, listening comprehension skill was neglected. The reason behind this may be the feeling that this skill is automatically acquired by the learner as s/he speaks the language. Another reason why this skill is not given much attention is that incompetence in it is easy to hide through nodding and shaking of the head which may give the impression of understanding even where there is nothing. A third reason is that some audio-lingual courses give the impression that they are teaching listening comprehension when in fact they are teaching other skills.

Foreign language speakers are not as competent as they think in listening. This fact comes out when they make their first contact with the native speakers in their natural environment they often feel lots of problems and complains about the speed of delivery of the native speakers or their accents. So far all these reasons we should teach listening.

1.1.5 Different Types of Knowledge Used in Listening Comprehension

If we consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic and non linguistic knowledge. Buck (2010, pp. 3-10) mentions the following five types of knowledge involved in listening comprehension.

1. The Input to the Learner

There are three characteristics of speech that are particularly important in the listening comprehension construct: firstly, speech is encoded in the form of sounds; secondly, it is linear and takes place in real time, with no chance of review; and thirdly, it is linguistically different from written language.

2. Building Mental Representation of Meaning

Listeners build up a mental picture of any listening text on the basis of their listening comprehension ability. When listening text is simple and unambiguous all competent listeners are likely to come to the same understanding, and there is usually a common core of similar interpretation between different listeners listening to the same text. However, when we examine comprehension in detail, we often find considerable differences between listener interpretation of many texts; and more complex and ambiguous the text, the more likely that interpretations will vary.

3. Applying Knowledge of the language

In order to understand listening text, the listeners need to have knowledge of the language and the ability to apply that knowledge. The listeners should understand individual words, sentences, longer discourse, etc.

4. Using World Knowledge

Any process of text comprehension presupposes a great deal of general non-linguistic knowledge about the world we live in, and how things work within it. This world knowledge can influence comprehension in several ways.

5. The context of communication

Context generally defines in terms of situation in which communication takes place. Most of the languages are accompanied by non verbal information which influences of interpretation. So, the context of communication has the strongest influence on listening comprehension.

Only knowing words, sentences and structures are not sufficient for understanding content. A successful listener uses different types of knowledge for listening comprehension.

1.1.6 Skills Used in Listening Comprehension

Listening comprehension is a complex and multidimensional process. It is integrated with the network of other sub-skills. Therefore, proficiency in listening comprehension means having proficiency in the sub-skills of listening.

Aitkin (1978, as cited in Buck, 2010, p. 56) mentions the following as listening sub-skills.

- Understanding the vocabulary and being able to guess the meanings of unfamiliar or unclear words from their context.
- Understanding the syntactic patterns, the morphological forms, characteristics of spoken language and following the discourse patterns of spoken language.
- Understanding the flow of stressed and unstressed sounds as well as intonation cues and other cues of oral punctuation.
- Identifying the speaker's purpose
- Drawing correct conclusion and valid inferences about the social situation, the speaker's intent of the general context.
- Recognizing the speaker's attitude to the listeners and the subject of their discussion.
- Identifying the techniques and rhetorical devices the speaker used to convey the message.

Richards (1983, as cited in Buck, 2010, p. 56) proposes that the following micro skills involved in understanding what someone says to us. The listener's has to:

- Retain chunks of language in short term memory.
- Discriminate among the distinctive sounds in the new language.
- Recognize stress and rhythm patterns, tone patterns, intonational contours.
- Recognize reduced forms of words
- Distinguish word boundaries
- Recognize typical word order patterns
- Recognize vocabulary
- Detect key words, such as those identifying topics and ideas
- Guess meaning from context
- Recognize grammatical word classes
- Recognize basic syntactic patterns
- Recognize cohesive devices
- Detect sentence constituents, such a subject, verb, object, preposition and the like.

Listeners, thus, employ a number of specialist skills when listening and their success at understanding the content largely depends on their ability to use these sub-skills.

1.1.7 Different Materials for Listening

Different activities can we conducted depending up on the materials produced and provided. These materials may be text materials or supplementary materials.

a. Live Vs Recorded Materials

The teacher can teach listening comprehension either by using cassettes or by his own voice. When a cassette is used it is called recorded material but when teacher uses his/her own voice it is known as live materials.

Live materials may be the speech of the teachers or speakers or readers. In live materials, the speakers or readers could be facilitated. They will listen up-to-date message. So, it is easy for the learners to understand the message with the help of facial expression. Live material is also advantageous in the sense that there is no need to organize equipment in advance.

Recorded materials on the other hand are permanent one. These materials allow the non-native teacher to bring the voice of native speakers into the classroom and allow them to present a variety of voices and native speakers into the classroom and allow them to present a variety of voices and accents to their students. While using recorded materials, the teacher and students can stop where they wish, repeat short sections as often as they like and play the whole passage again and again but it is not possible to repeat exactly in the same way in live listening.

b. Authentic Vs Non-authentic Materials

Authentic materials are those materials which are prepared and designed in real life situation. Authentic material allows the students to hear a much more real act of communication with all the interactional features.

Authentic materials provide an opportunity to understand and respond what English speakers are saying. Such real speech or natural conversation that is not specially designed for foreign learners is supposed to be authentic material for listening practice.

Underwood (1989, p.100) has given different characteristics of authentic materials such as:

-) Natural rhythm
-) Natural intonation
-) Natural Pronunciation
-) Some overlap between speakers
-) Normal rate of delivery
-) Relatively unstructured language, which is used spontaneously in speech.
-) Incomplete sentences, false starts, hesitations.
-) Background noises and sometimes background voices.
-) Natural starts and stops.
-) Less densely packed information than in written language.

Non-authentic materials, on the other hand, are those which have been written or produced specially for learners for teaching learning purposes. These texts are produced for teaching a particular item such as vocabulary or grammatical pattern etc.

Underwood (1989, p. 98) has made distinction between authentic and non authentic materials as follows:

Any text is 'authentic' if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use. A text purporting to be radio news bulletin is authentic if it is really a radio news bulletin and is not authentic if it was produced.

Underwood (1989, p.99) has mentioned the following features of non-authentic materials

-) Unnatural rhythm
-) Unnatural intonation
-) Over-clear enunciation
-) Little overlap between speakers
-) Slow (and perhaps monotonous) delivery
-) Structured language which was meant to read silently rather than spoken aloud.
-) Complete sentences as utterances.
-) No background noise
Artificial steps and starts
-) Densely packed information

1.1.8 Stages of Teaching Listening

Teaching listening is the combination of different types of activities. Harmer (2008, p. 319) says:

A piece of music can change the atmosphere in a classroom or prepare students for a new activity. It can amuse and entertain and it can make a satisfactory connection between the world of leisure and the world of learning in the classroom.

There are three stages of teaching listening. Underwood (1989, p.28) gives following stages of teaching listening: pre-listening stage, while listening stage, post listening stage.

a. Pre-listening stage: In this stage, some kinds of warming up activities are done to familiarize the learners with the text which they are going to listen. It arouses interest and curiosity among them about the text they are going to listen. The activities at this stage could be guessing about the text or dealing with the vocabulary which the students are going to listen in the test and so on.

Underwood (1989, pp. 35-43) mentions the following activities for pre-listening stage:

-) Looking at the picture before listening.
-) Looking at a list of items/thoughts/etc before listening
-) Making lists of possibilities/ideas/suggestion etc
-) Reading a text before listening
-) Reading through question (to be answered while listening)
-) Labelling a picture
-) Completing part of a chart
-) Predicting/speculating
-) Previewing the language which will be heard in the listening text.

b. While Listening Stage: In this stage, the learners are asked to do some tasks while they are listening to the text. The purpose of while listening activities is to help learners to develop the skill of eliciting message from spoken language.

Underwood (1989, pp.53-69) mentions the following activities for while listening stage.

-) Putting pictures in order
-) Completing pictures
-) Picture drawing

-) Carrying out action
-) Making model/arranging items in patterns
-) Following a route
-) Form/chart completion
-) Labelling
-) Using lists
-) True/False, Multiple choice questions
-) Text completion (gap filing)
-) Spotting mistakes

c. Post listening stage: It is the last stage of listening comprehension, which is also called evaluation stage. In this stage, the earners check up their answers and relate the activity to other language skills post listening activities are extensions of the work done at the pre and while listening stages.

Underwood (1989, pp. 81-92) points out the following activities for post listening stage.

-) Form/chart completion
-) Extending lists
-) Extending notes into written responses
-) Summarizing
-) Using information from the listening text for problem-solving and decision making activities.
-) Jigsaw listening
-) Identifying relationships between speakers

1.1.9 Types of Listening

Harmer (2008, p. 303) mentions the following two types of listening: Extensive Listening and Intensive Listening.

a. Extensive Listening

Extensive listening is a kind of listening in which a person might find himself listening to something in a relaxed way not concentrating on every word but for the sheer pleasure of the content of what is being said. An example might be the experience of listening to an interesting or amusing radio programme which possesses no particular problems of language difficulty of concepts.

Extensive listening can be used for different purposes: a very basic use is the representation of already known material in a new environment. This could be a recently taught structure or a lexical set which was introduced months before and needs revision. The advantage of exposing the learner to old material in this way is that he sees it in action in a genuine, natural environment rather than the classroom context in which it was first presented.

Extensive listening can also serve the function of letting the learners hear vocabulary item and structures which are yet unfamiliar to them, Interposed in the flow of language, which is within their capacity to handle. There might be unknown rather technical words or unfamiliar verb forms—for instance, the passive for elementary learners or the subjunctive for the advanced. In this way, there is unconscious familiarization with forms, which will shortly become teaching points in a language lesson.

b. Intensive listening

Intensive listening is the most widely used form of listening practice in modern class rooms. Here, the listeners are asked to listen a passage with the aim of collecting and organizing the information that it contains. The type of passage used is usually a little different from that used for extensive listening. It contains more concrete information which may be quite densely packed, and often is not as easy for the students to understand on first hearing. This is because the aim is to give the learners a challenge to allow them to develop listening skill or knowledge of language through the effort they make, guided by the exercise or

activities related to the passage. For this reason a passage for intensive listening should be short, not more than a few minutes because they should be played or read several times, straight through or in sections. This is so that the students have that chance to get to grip with the contents and to have several tries at parts that at first hearing they may find difficult. Particularly the passages need to be short in order to be fit within the time limits of a lesson and because of the effort that the students will be expending in their attempts to make out as much as possible.

1.1.10 What Makes Listening Comprehension Difficult

Language learners often feel difficulty when they first attempt to listen to a new language. This difficulty is caused by different background of the learners. The learners whose first language have similar stress and intonation pattern to target language have less trouble than those whose first language has different stress and intonation pattern. Ur (2010, pp. 11-21) mentions the following points which make listening comprehension difficult.

- Lack of knowledge in discriminating sounds in isolate word forms
- Lack of understanding intonation and stress patterns
- Lack of prediction ability
- Fatigue
- Lack of understanding colloquial vocabulary
- Coping with redundancy and noise
- Unfamiliarity with the speakers accents
- Failure to understand visual and environmental clues

Similarly, Underwood (1989, pp.16-19) provides some points of listening comprehension difficulties.

-) Lack of control over the speed at which speakers speak.
-) Not being able to get things repeated
-) The listener's limited vocabulary.
-) Failure to recognize the signals
-) Problems of interpretation
-) Inability to concentrate
-) Established learning habits.

1.1.11 Testing Listening Comprehension

Thrasher (2000) says:

Comprehension takes place in mind and cannot be directly viewed presents a special problem for language testers. We have to get the test takers to do something to demonstrate their comprehension. So we are faced with a situation in which we must mix skills. Whatever activities we use to get the test takers to demonstrate that have understood what they heard will involves skills other than listening comprehension.

Testing listening comprehension ability is very difficult in our situation; however, the simplest way through which we can test the listening comprehension ability of testees by playing a cassette or reading a text aloud and asking them to do certain activities. The following test items can be adopted to test listening comprehension ability.

a. Multiple choices

In multiple choice items, testees are provided with different alternatives and one of the alternatives is more nearly right than the other. The alternative should be kept short and simple.

b. Short answers

Short answer items can work well in testing listening comprehension. The listeners write down in short response to the questions on the basis of listening comprehension ability.

c. Information transfer

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

d. Note taking

While listening to a lecture, candidates take notes which they have to respond. While constructing such a test it is essential to use a passage from which notes can be taken successfully.

e. Dictation

Partial dictation can be used diagnostically to test students' ability to cope with particular difficulties.

This research included the multiple choice item, matching item; summary writing, event writing and question answer items as test items for testing listening comprehension.

1.2 Review of the Related Literature

A number of studies have been carried out on listening skill particularly on "listening comprehension" under the Department of English Education T.U.

Timilsena (2000) Carried out a research on "The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening Comprehension." He concluded his research with the finding that the live voice of the teacher was much more effective than the recorded materials.

Chapagain (2001) carried out a research on "Proficiency in Listening Comprehension of Class Nine Students". He found that there is lack of appropriate exposure to students of public school with a significant difference 19.42 percent. The male students have been found to be more proficient in listening comprehension than their female counterparts.

Singh (2002) carried out a research on "Listening Comprehension of Grade Eight Students". He compared the listening proficiency level of the students of the public and private school. He found that the students of private schools were far better than their counterpart of the government schools.

Rana (2003) conducted a research on "Listening Abilities of the Nepalese Learners of English". In his study, he found that student's ability to discriminate segmental sound units and number of syllabus was higher than to discriminate intonation pattern.

Aryal (2005) carried out a research entitled "A Study on Listening Proficiency of Grade 10 Students of Gorkha District". In his study, he found that the students proficiency was better in the seen text than in the unseen text. It was due to the fact that the students were already familiar much more with the seen text.

Neupane (2005) carried out a research on "Proficiency in Listening Comprehension of PCL (Proficiency Certificate Level) and HSL (Higher Secondary Level) Students". It was a comparative study. He compared the listening comprehension between the students of proficiency certificate level and a higher secondary level student. He found that HSL students have higher proficiency in listening comprehension than the students of PCL.

Sharma (2010) carried out a research on “Listening Proficiency of Grade 8 Students of Parbat District”. In his study, he found that the students from private schools were more proficient than government-aided school. He further found that the girl students were more proficient than the boys.

The present study differs from the above mentioned studies in the sense that researches were about listening proficiency of students but no research work has been carried out yet on the listening comprehension ability of primary English teachers. So, it is a new venture in itself.

1.3 Objectives of the study.

The objectives of the study were as follows:

- a. To find out listening comprehension ability of the primary English teachers of Bardiya district.
- b. To compare the listening comprehension ability of the private schools and the public schools of Bardiya district.
- c. To compare the listening comprehension ability of trained and untrained teachers.

- d. To suggest some pedagogical implications.

1.4 Significance of the Study

This research work is worthy enough for the government to monitor teachers. It also helps primary English teachers to know their comprehension ability and realize the need for further improvement. It is equally important for the researchers who wish to undertake researches on different faces of listening comprehension in future. The finding of the study will also be significant to all those who are directly or indirectly involved in teaching and learning English as a second/foreign language specifically in the context of Nepal.

CHAPTER TWO

METHODOLOGY

In order to accomplish the objectives of this study, I adopted the following methodology.

2.1 Sources of Data

The researcher used both primary and secondary sources of data for the completion of the study.

2.1.1. Primary Source of Data

The required data for the study were collected from the primary English teachers. The researchers gathered data from fifty teachers who are teaching in private and public schools of Bardiya District.

2.1.2 Secondary Source of Data

For the facilitation of research, the researcher used source available both in print or electronic media which are related to the listening skill. Furthermore, previously carried out researches related to the topic, websites and books written by different scholars are used as secondary data to facilitate the study. Some of the books those I consulted are: Underwood (1989), Harmer (2008), Buck (2010) and Ur (2010).

2.2 Population Study

The population of the study was the primary English teachers of Bardiya district.

2.3 Sampling Procedure

Twenty-five public and twenty-five private English teachers were selected from Bardiya district to elicit data for the study. Among them, 21 trained and 4 untrained teachers were from public schools whereas 8 trained and 17 untrained teachers were from private schools. The qualification of the selected teachers varied from certificate level to the master's levels.

2.4 Tools for Data Collection

Two sets of test items were prepared on the basis of the listening texts from SLC and Intermediate level. Since most of primary English teachers get rare chance to listen to native voice, the researcher recorded those listening texts on his voice and friend's voice on mobile and CD player. He prepared two sets of test items which carried 100 marks (50 each). Both of test items consisted of true/false, multiple choice item, event writing, summary writing, matching and question answer item. He then used statistical and descriptive tools of measurement to analyze and interpret the data.

2.5 Process of Data Collection

The researcher applied the following procedures for the collection of the data from the primary sources.

At first, the researcher attended TPD seminar held in Madhela and Baganah resource centres. Then, he asked permission from the resource person and trainers for conducting test. He explained the purpose and process of the study. Then, he selected primary teachers who teach English in their schools. They were given a set of test items with their personal detail in the beginning like name, their related schools, their qualification and training. After filing in this information, they were asked to attempt given test item based on recorded listening texts within an hour. Besides Madhela and Baganah resource centres, he visited other respective schools, talked to the authority, built rapport with teachers to carry out the test for the research.

2.6 Limitations of the Study

Since it was a small research, the researcher attempted to carry out the study taking the following limitations and considerations.

- i) The population of the study was limited to fifty primary English teachers from public and private schools of Bardiya district.
- ii) Only the listening comprehension ability was tested.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of the data obtained from the primary level English teachers. The data were collected with the help of different tools. It contained two test items having equal full marks to measure the listening comprehension ability of the teachers. The teachers had to listen to those recorded text as to do the activities given.

After collecting the data, the answer sheets were checked and the marks obtained by the teachers were presented. It was impossible to find all the teachers having equal listening comprehension ability. Some of them were above average and some of them were below average.

The primary English teachers' listening comprehension ability was analyzed and compared on the basis of the marks they obtained. The level of their listening comprehension ability had been analyzed and compared in the following tables.

3.1. Holistic Comparison of Listening Comprehension Ability of Public and Private Schools Teachers

This section deals with the holistic comparison of listening comprehension ability of primary English teachers in terms of their gender and training.

3.1.1 Analysis and Interpretation of Scores in terms of Sex

The teachers were both male and female. This section analyses the data obtained in terms of their sex. The following table shows the obtained data.

Table No. 2**Scores In terms of Sex**

S.N.	School	Sex	No of teachers	Marks			Average Mark	Average Percentage
				0-40	40-60	60-100		
1	Public	Male	12	0	1	11	77.5	64.4
2		Female	13	4	4	5	52.3	
3	Private	Male	13	1	4	9	72.3	60.8
4		Female	12	1	8	2	48.33	

The above table presents the comparison between the listening comprehension ability of primary English teachers in terms of sex. Female teacher of public and private schools had average 52.3% and 48.33% respectively whereas male teachers of public and private school had average 77.5% and 72.3% respectively. It indicates that male teachers had higher listening comprehension ability than female. Similarly, the average score of teachers of public and private schools was 64.4 and 60.8marks respectively.

It shows the better listening comprehension ability of the teachers of public than private schools due to their higher qualification.

3.1.2 Analysis and Interpretation of the Scores in terms of Training

This section tries to analyze the obtained data in terms of their training. The following table depicts the found data.

Table No. 3
Scores in terms of Training

S.N.	School	Trainings	No of teachers	T.F.M.	T.O.M.	Average Percentage
1	Public	Trained Long	12	1200	844	62.52
2		Trained Short	9	900	469	
3		Untrained	4	400	206	
4	Private	Trained Long	1	100	71	60
5		Trained Short	7	700	409	
6		Untrained	17	1700	944	

The above table presents a comparison between the teachers of public and private schools in terms of their trainings. In public schools, 21 teachers were trained and 4 were untrained. The trained teachers of public schools obtained

62.52% whereas the untrained teachers obtained 51.5% . This shows the trained teachers excelled the untrained teachers by 11.02 mark.

In private schools, there were 8 trained and 17 untrained teachers. The trained teachers of private schools obtained 60% whereas untrained obtained 55.53%. It shows that the listening comprehension ability of trained teachers was better than untrained teachers.

In conclusion, I found that the trained teachers of public and private schools had greater listening comprehension ability than untrained teachers due to trainings.

3.2 Item wise Analysis of the Obtained Scores

This section deals with the item wise analysis of the data.

3.2.1 Analysis and Interpretation of the Tick the Best Answer Item

The teachers were asked to tick the best answer items and this contained 4 full marks. The obtained data have been shown in the following table.

Table No. 4

Tick the Best Answer Item

Schools	NO of teachers	T.F.M.	Marks				Average Marks
			1	2	3	4	
Public	25	TOM	2	2	12	9	78
Private	25		2	7	10	6	70

The above table shows the average listening comprehension ability of primary English teachers in tick the best answer between public and private schools. The teachers of public school scored average 78 whereas the private school teachers obtained average 70 marks. In this item, the teachers of public school showed better performance than the teachers of private schools.

3.2.2 Analysis and Interpretation of True False Item

The teachers were given to solve some true/false items to test their listening comprehension. The full mark of the true/false item was 13. The following table shows the obtained data.

Table No. 5

True False Item

Schools	NO of teachers	T.F.M.	6	7	8	9	10	11	12	13	Average Marks
Public	25	TOM	3	3	2	2	5	2	3	6	77.5
Private	25		2	2	2	3	4	6	4	2	76.6

The above table presents a comprehension between the teacher of public and private schools in true false item. In this item, the teachers of public schools showed better performance in listening comprehension than the teachers of private schools. The teachers of public school scored average 77.53% whereas the teachers of private schools scored average 76.61% .The marks differed in average was 0.92%.

3.2.3 Analysis and Interpretation of Answer Question Item

The teachers were asked to answer some questions. The total mark of the question was 50. The given data have been tabulated under the following table.

Table No. 6

Answer Question Item

Schools	No of teachers	T.F.M	10-15	15-20	20-25	25-30	30-35	35-40	40-45	Average percentage
Public	25	T.O. M	2	4	1	3	8	6	1	54.8
Private	25		1	2	9	6	3	3	1	53.4

The above table displays the comprehension for the teachers of public and private schools in answer question item. In this item, the teachers of public schools obtained average 54.8% whereas the teachers of private schools obtained average 53.4%. From the above table, we can draw the conclusion that the marks obtained by the teachers of public school was better than the marks obtained by private schools.

3.2.4 Analysis and Interpretation the Summary Writing Item

The teachers were asked to write a summary of the given text and it contained 10 full mark. The following table reveals the data obtained.

Table No. 7**Summary Writing Item**

Schools	No of teachers	T.F.M.	2	3	4	5	6	7	8	10	Average Percentage
Public	25	T.O.M	1	4	3	6	3	3	5		54.4
Private	25		3	2	3	5	6	2	4		52.4

The above table reflects the listening comprehension ability of public and private teachers in summary writing item. In this item, the teachers of public school obtained average 54.4% whereas the teachers of private school obtained average 52.4. It indicates that the listening comprehension ability of the teachers of public schools was better than private schools.

3.2.5 Analysis and Interpretation of Event Writing Item

The teachers were asked to listen and write the events. The following table depicts the obtained data.

Table No. 8**Event Writing Item**

Schools	No of teachers	T.F.M.	4	6	8	10	12	14	16	Average Percentage
Public	25	T.O.M	1	4	5	3	2	6	4	54.
Private	25		-	3	3	6	4	6	3	56.3

The above table concerns with the listening comprehension ability of public and private schools' teachers in event writing item. The total mark of the item was 20. The teachers of public schools obtained average 54.74 percentage whereas private school teachers obtained 56.3% .In this item, the teachers of private school had better listening comprehension ability than public school.

3.2.6 Analysis and Interpretation of Matching Item

In this section the data obtained from teachers in matching item has been analyzed. The found data have been presented in the following table.

Table No. 9

Matching Item

Schools	No of teachers	T.F.M.	1	3	Average Percentage
Public	25	T.O.M	18	17	78.67
Private	25		13		65.33

The above table presents a comparison between the teachers of public and private schools in terms of matching item. The total full mark of this item was 3. The teachers of public schools obtained average 78.67% whereas private school teachers obtained average 65.33%. It shows that the listening comprehension ability of public school teachers was better than private schools' teachers due to trainings and higher qualifications.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

After the rigorous analysis and interpretation of the obtained data, the following findings and recommendations have been made.

4.1 Findings

The major objective of the study was to find out the listening comprehensions ability of the primary English teachers of public and private schools. The major tool of data collection were the test items containing true false item, multiple choice item, matching item, summary writing, event writing item and question answer item. The listening texts were extracted from Sprinter SLC English (Rai et al., 2000) and Meanings into Words (Doff, 2008).

On the basis of the analysis and interpretation of data, the following findings have been drawn.

1. The male teachers were found better than females both in public and private schools. The female teachers of public and private schools got 52.3% and 48.33% respectively whereas the male teachers got 77.5% and 72.3% respectively.
2. The listening comprehension ability of trained teachers was better than untrained teachers. In public school, the trained teachers obtained 62.52% whereas the untrained teachers got 51.5%. Similarly, in private school, the trained teachers got average 60% whereas the untrained teachers got 55.53%.
3. Item wise comparison shows that teachers of public schools were slightly better than the teachers of private school.
 - i) In 'Tick the Best Answer Item', the teachers of public school showed better performance than private school teachers. The teachers of public

got average 78% whereas the teachers of private school got average 70% mark.

- ii) In 'True False Item', the teachers of public school obtained 77.53% whereas the teachers of private schools obtained average 76.61% . It indicates that listening comprehension of public school teachers was better than private school teachers.
 - iii) Public school teachers showed better performance in listening comprehension of 'Answer Question Item'. They got average 54.8 whereas private school teachers got 53.4%.
 - iv) In 'Summary Writing Item', the teachers of public school showed better performance than private school teachers. The teachers of public school obtained average 54.4% whereas the teachers of private school obtained average 52.4%.
 - v) The teachers of public school obtained average 54.74% whereas the private school teachers obtained average 56.3% in 'Event Writing Item'. In this item, the teachers of private schools had better listening comprehension ability than public school teachers.
 - vi) It was found that the listening comprehension ability of public teachers was better than the private school teachers in 'Matching Item'. The teachers of public school got average 78.67% whereas private school teachers got 65.33%
- 5) As a whole public teachers were far better than the private school teachers. Public school teachers got average 64.4% whereas private school teachers got average 60% .The difference was 4.4%. Most of the teachers of public school had higher qualification than private school teachers. So, they showed better performance than private school teachers.

4.2 Recommendations

On the basis of the findings obtained from this research and analysis of the data, the researcher put forward some recommendations.

1. Since the ability of trained teachers was found better in listening comprehension than untrained teachers. Special training package needs to be launched for untrained teachers.
2. The female primary English teachers were found weak than male. So, specific package for listening skill should be conducted for female.
3. Different kinds of national and international trainings, seminars should be conducted to refresh the primary English teachers.
4. Different modern devices for listening skill should be provided to the primary English teachers.

APPENDIX I

This test item has been prepared in order to accomplish a research work entitled **‘Listening Comprehension Ability of Primary English Teachers’**. This research is being carried out under the supervision of **Mr. Vishnu Singh Rai**, Reader, the Department of English Education, Faculty of Education T. U., Kirtipur. It is hoped that your invaluable co-operation will be a great contribution for the accomplishment of this research work.

Researcher

Narayan Prasad Khanal

Name:

Address:

Academic Qualification:

Training:.....

Sex :

Test Item 1

a. Tick the best answer:

4

I. The writer is a :

Teacher

Student

Guardian

II. In the writer's context English is taught as an:

Obligatory subject

Optional subject

Extra optional subject

III. The word 'didactic methodologies' means:

Dictatorial Traditional Teaching

IV. The writer would like to see in the English teacher:

Didactic approach Helping attitude Lecturing ability

b. Write (T) for true and (F) for false statements: 6

- I. The writer prefers only one teacher.
- II. Only good relation between teachers and students is sufficient for language teachers.
- III. Students are forced to choose English as an optional subject.
- IV. According to the writer, a good teacher should have personal and professional qualities.
- V. The writer prefers didactic methodologies
- VI. A good teacher should appreciate students' punctuality also.

c. Write the answer the following short questions: 30

I. Why is the number of English teacher increasing?
.....
.....

II. The writer prefers only one teacher, why?
.....
.....

Test Item 2

a. You will hear an interview in which a famous writer and film maker talks about some of the events in his life. Now listen again and write each event by its date.

20

Date	Events
1959	-----
1960	-----
1961	-----
1965	-----
1969	-----
1970	-----
1973	-----
1975	-----
1977	-----
1978	-----

B. Write (T) for true and (F) for false statements.

7

- i. The first novel is *The Cold Earth*. ()
- ii. He gave up farming in 1973. ()
- iii. He worked in television for a time too. ()
- iv. He wrote the first novel in 1960. ()

- v. He was nineteen years old when he wrote his first novel. ()
- vi. He gave up farming because he wanted to be a best seller. ()
- vii. Nowadays, the writer concentrates on films. ()

C. Match the following items: 3

- | | |
|----------------|---------------------|
| Rag Doll | a best seller novel |
| Eastern Moon | the first novel |
| The Cold Earth | a documentary film |

D. Answer the following questions 20

- i. What did the writer do before he went to Indonesia?
.....
.....
- ii. What did the writer do while he was in Indonesia?
.....
.....
- iii. What did the writer do after he came back from Indonesia?
.....
.....
- iv. Why did he give up farming?
.....
.....
- v. What did the writer do after he published The Cold Earth?
.....
.....

Thank You for your kind cooperation

Appendix III

Listening Texts

The test Item 1

Nowadays, for the particular role English language is playing in many fields of the modern life, English teachers are growing in number. But unfortunately, not all the teachers are prepared in the same way. Within three years I have seen three different English teachers, but I'm sure in the future I will think just one of them as a good one. I think she has all the qualities, personal and professional, which a good English teacher should have.

The most important thing, she considers students as human beings. She knows we are students, yes, but inside we are persons, with our individual differences, problems and feeling. I think as a guardian, a good personal relation is the first thing we students and teachers should try to achieve. This is very important in our context as students haven't chosen to study English, but are forced to because it is one of the compulsory subjects. The teachers, in this case, have to interest the students in what he or she teaches.

The second most important quality for teacher I believe is to be well prepared and able to convey students what he/she knows. Another point is the didactic methodologies the teacher prefers. In my opinion, a teacher should be very flexible in his/her approach. I think it is better to provide students with opportunities to experiment new structures and functions and not long lectures by the teacher which is often very boring. A good teacher should also know that students appreciate punctuality, marking homework and help outside the classroom.

(Source: Sprinter SLC English, 2000, p. 87)

The test Item 2

Interviewer: Now, let's go back to your first novel, **Rag Doll**. When did you write that?

Writer: Rag Doll, yes. I wrote that in 1960, a year after I left school.

Interviewer: How old were you then?

Writer: um, eighteen? Yes eighteen, because a year later I went to Indonesia.

Interviewer: Mm. And of course it was your experience in Indonesia that inspired your film Eastern Moon.

Writer: Yes, that's right, although I didn't actually make Eastern Moon until 1978.

Interviewer: And you worked in television for a time too?

Writer: Yes, I started making documentaries for television in 1973, when I was 30. That was after I gave up farming.

Interviewer: Farming?

Writer: Yes, that's right. You see, I stayed in Indonesia for eight years. I met my wife there in 1965, and after we came back we bought a farm in the west of England, in 1970. A kind of experiment, really.

Interviewer: But you gave it up three years later.

Writer: Well, yes you see it was very hard work, and I was also very busy working on my second novel. **The Cold Earth**, which came out in 1975.

Interviewer: Yes, that was a best-seller, wasn't it?

Writer: Yes, it was, and that's why only two years after that I was able to give up television work and concentrate on films...

[Source: *Meaning into Words* (2008, p. 183)

APPENDIX IV
Ability of Private English Teachers in Listening Comprehension

S.N.	Name of the Teachers	Test Item A SET, TFM, TOM				Test Item B SET, TFM, TOM				Total Mark
		A	B	C	D	A	B	C	D	
		4	6	30	10	20	7	3	20	
1	Deepak Kandel	3	6	16	6	14	5	1	10	61
2	Samiksha Lamsal	3	5	10	5	10	6	3	10	52
3	Rama Thapa	2	6	11	6	12	5	1	13	56
4	Mukta Acharya	3	6	14	5	14	5	3	16	68
5	Lal Bahadur Chaudhary	4	5	14	6	8	4	1	8	50
6	Tilak Rijal	3	5	14	5	10	5	1	10	53
7	Janaki Chaudhary	3	1	13	6	8	3	1	4	42
8	Bikash Tharu	2	3	10	5	14	6	1	10	51
9	Sagar Kandel	4	5	22	8	16	7	3	16	81
10	Ram Bahadur B.C.	4	4	14	8	16	6	3	15	70
11	Anjali B.K.	3	4	14	4	10	2	1	6	44
12	Parbati Oli	2	5	13	5	8	5	1	8	47
13	Sangita Neupane	2	6	10	5	12	6	1	13	55
14	Mukesh Chaudhary	3	6	22	7	16	7	3	15	80
15	Kedar Tharu	4	4	17	2	14	7	3	12	63
16	Jeevan K.C.	2	6	16	6	12	7	1	12	62
17	Bal Ram Tharu	2	6	15	7	14	6	3	10	63
18	Surendra Tharu	3	5	10	6	12	5	3	10	54
19	Kamala Chaudhary	1	4	11	2	6	2	1	10	38
20	Shanti Paudel	2	4	17	2	10	4	1	10	54
21	Anita Khadka	3	6	19	8	14	5	3	10	68
22	Samjhana Pokhrel	4	4	10	3	6	3	3	4	39

23	Shiva Tharu	1	4	12	5	6	4	1	5	38
24	Meera K.C.	4	6	20	8	10	6	3	14	71
25	Deepa Chaudhary	3	5	16	3	10	6	3	9	56
Average										60

Ability of Public English Teachers in Listening Comprehension

S.N.	Name of the Teachers	Test Item A SET, TFM, TOM				Test Item B SET, TFM, TOM				Total Mark
		A	B	C	D	A	B	C	D	
		4	6	30	10	20	7	3	20	
1	Bishnu Paudel	3	6	20	8	14	7	3	16	78
2	Sanu Kanchha Tamang	4	6	24	7	14	7	3	16	81
3	Sundar Lal Tharu	3	5	18	4	8	5	1	11	55
4	Madan Thapa	3	6	20	5	14	4	1	10	63
5	Kiru Lal Chaudhary	4	5	21	8	16	7	3	16	80
6	Ghumlal Tharu	3	6	16	5	10	5	3	12	60
7	Sudip Adhikary	3	5	15	5	8	6	3	15	63
8	Prem Tharu	1	5	16	6	12	7	1	13	60
9	L.B. B.C.	4	6	22	8	16	7	3	17	83
10	Kesav Timilsina	4	6	22	8	16	7	3	17	82
11	Lok Narayan Jha	3	4	20	6	14	7	3	15	72
12	Krishna Acharya	2	6	20	7	14	6	1	14	70
13	Khima Gautam	4	6	20	7	12	1	3	11	67
14	Bimala Adhikari	4	5	20	5	10	6	1	12	63
15	Yamkala Paudel	3	6	20	5	14	7	3	20	78
16	Samjhana Acharya	3	5	17	4	8	4	1	11	53
17	Sita Dhakal	2	4	12	4	6	2	3	8	41
18	Janaki Sharma	3	4	10	3	8	3	3	4	38
19	Ranjali Giri	3	3	11	3	8	3	3	7	41
20	Chandrakala Bajgai	1	2	13	2	6	4	3	6	37
21	Bina Shahi	4	4	9	3	4	5	3	5	37
22	Susma Pokhrel	3	3	10	3	6	5	3	6	39

23	Parbati Shahi	3	4	13	5	6	3	1	5	40
24	Dharma Gharti	4	6	21	8	16	7	3	14	79
25	Rama Acharya	4	5	16	6	10	5	3	12	61
Average										64.4

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