

**LISTENING PROFICIENCY OF BACHELOR LEVEL
STUDENTS BASED ON TOEFL TEST**

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

**Submitted by
Kalyan Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

**LISTENING PROFICIENCY OF BACHELOR LEVEL
STUDENTS BASED ON TOEFL TEST**

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

**Submitted by
Kalyan Adhikari**

**T.U. Regd. No: 9-2-705-17-2008
Second Year Examination
Roll No: 280328/070**

**Date of Approval of the
Thesis Proposal: 28/12/2015
Date of submission:7/4/2017**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Kalyan Adhikari** has completed the research of his M.Ed. thesis entitled **Listening Proficiency of Bachelor Level Students Based on TOEFL Test** under my guidance and supervision.

I recommend the thesis for acceptance.

Date: **07/04/2017**

Mr. Ashok Sapkota(Supervisor)
Teaching Assistant
Department of English Education
T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This study has been approved by the following **Research Guidance**

Committee:

Signature

Dr. AnjanaBhattarai

.....

Professor and Head

Chairperson

Department of English Education

T.U., Kirtipur

Mr. Ashok Sapkota (Supervisor)

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Mr. Resham Acharya

.....

Teaching Assistant

Member

Department of English Education

T.U., Kirtipur

Date:**28/12/2015**

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation Committee.**

Signature

Dr. Ram Ekwel Singh

.....

Reader and Head

Chairperson

Department of English Education

T.U. Kirtipur

Dr. AnjuGiri

.....

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages Education Subject Committee

T.U. Kirtipur

Mr. Ashok Sapkota(Supervisor)

.....

Teaching Assistant

Member

Department of English Education

T.U. Kirtipur

Date: **12/04/2017**

DEDICATION

Dedicated to my parents

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation and gratitude to my thesis supervisor **Mr. Ashok Sapkota**, Teaching Assistant, Department of English Education for his continuous assistance, encouragement and invaluable suggestion to present the study in this form.

Similarly, I would like to extend my warm appreciation and great respect to my respected guru, **Dr. Ram Ekwel Singh**, Reader and Head, Department of English Education for his loving support and guidance to complete this study.

I am equally indebted to **Dr. Anjana Bhattarai**, professor, the Department of English Education and **Mr. Resham Acharya**, Teaching Assistant, Department of English Education for their valuable suggestion and constructive comments.

Likewise, I would like to acknowledge **Dr. Anju Giri**, Professor, Department of English Education and the chair person, English and other foreign language Education subject committee for her constructive ideas and valuable suggestions throughout my academic journey at Tribhuvan University.

I owe a great debt of gratitude to my respected Gurus and Gurumas **Prof. Dr. Chandreshwar Mishra, Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Jai Raj Awasthi, Prof. Dr. Laxmi Bahadur Maharjan, Mr. Ram Ekwel Singh, Mr. Raj Narayan Yadav, Mr. Bhesh Raj Pokheral. Mrs. Madhu Neupane, Mr. Khem Raj Joshi, Mr. Guru Prasad Poudel and Mr. Laxmi Prasad Ojha** for their great efforts in teaching me.

Similarly, I would like to extend my sincere gratitude to **Mrs. Madhavi Khanal and Mrs. Nabina Shrestha** for their library support.

I am deeply grateful to my friends, family and relatives whose affection, patience, encouragement, support and inspiration made me able to complete my education. I am thankful to the respondents of the study for their kind co-operation. Similarly, my debts go to my brother **Harish Chandra Dhungana, Shiva Prasad Khanal, Indra Kumar Basnet and Narayani Khanal** for their support during the study hours.

ABSTRACT

The present study entitled **Listening Proficiency of Bachelor Level Students Based on TOEFL Test** presents a clear picture of the bachelor level students' listening proficiency in TOEFL based test. The study aimed to find out the proficiency of bachelor level students in the listening skill in terms of: identifying the topic and main idea, listening for details, determining attitude and purpose, making inferences and predictions, categorizing information and summarizing topics. To carry out this study, 30 bachelor level students were selected as the sample. The sample was selected by using purposive non-random sampling procedure. Test items were used as the tools for data collection. The collected data had been analyzed and interpreted both descriptively and statistically for qualitative data, item analysis was adopted and for quantitative data, percentage and frequency were used to analyze and interpret. The findings of the study showed that a good majority of the students became able to identifying the topic. Similarly, many of the students could not categorize the information, however, a good majority of them made inferences and predictions and very few of them summarized the text after listening. The overall proficiency of them was below the average. The students felt difficulty in the exercise related to the listening conversation in comparison to listening to lecture class.

This thesis has been subsumed under five chapters. The first chapter includes the introduction with background of the study, problem statement, objectives, research question, significance, delimitations and operational definitions of the key terms. The second chapter includes the review of both theoretical and empirical literature, implications of the review for the study and conceptual framework. The third chapter is the discussion of methods and procedures of the study. The fourth chapter is about analysis and interpretation of the data and the summary of the findings. Finally, chapter five presents the conclusion and recommendations. The recommendations are further presented in policy, practice and further research related aspects. The chapter is followed by references and appendices used in the study.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviations</i>	
xi CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	5
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Delimitations of the Study	6
1.7 Operational Definition of the Key Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-30
2.1 Review of Related Theoretical Literature	8
2.1.1 Teaching Language Skills	8
2.1.2 Listening as a Language Skill	10
2.1.3 Teaching Listening	11
2.1.4 Listening Strategies	13
2.1.5 Types of Listening	17
2.1.6 Testing Listening	20
2.1.7 Testing Listening TOEFL Test	25
2.2 Review of Related Empirical Literature	26
2.3 Implications of the Review for the Study	29

2.4 Conceptual Framework	29
CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY	31-33
3.1 Design and Method of the Study	31
3.2 Population, Sample and Sampling Strategy	32
3.3 Study Area	32
3.4 Data Collection Tools and Techniques	33
3.5 Data Collection Procedures	33
3.6 Data Analysis and Interpretation Procedure	33
CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS	34-42
4.1 Analysis and Interpretation of the Results	34
4.1.1 Listening Proficiency of the Students in TOEFL Based Test	34
4.1.1.1 Analysis of Students Proficiency on Listening Lecture class	35
4.1.2 Analysis of Students Proficiency on Listening Conversation	35
4.1.3 Analysis of Lecture Class on Scaled Scores	36
4.1.4 Analysis of Conversation on Scaled Score	37
4.1.5 Analysis of Challenging areas of Listening	37
4.1.6 Analysis of difficulties in Listening Test	38
4.2 Analysis of the Responses from Open Ended Questions	38
4.2.1 Strategies Applied in the Listening Tests	39
4.2.2 Students Practical Activities for Developing Proficiency in Listening	39
4.2.3 Problems Faced by the Students during the Listening Test	40
4.2.4 Students Views on the Best Ways to develop Listening Proficiency	40
4.3 Summary of Findings	41
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	43-
4.75.1 Conclusions	43
5.2 Recommendations	44
5.2.1 Policy Related	44
5.2.2 Practice Related	45
5.2.3 Further Research Related	45
REFERENCES	
APPENDICES	

LIST OF TABLES

Table 1: Analysis of Students Proficiency on listening lecture class	35
Table 2: Analysis of Students Proficiency on listening Conversation	35
Table 3: Analysis of lecture class on Scaled Scores	36
Table 4: Analysis of Conversation on Scaled Scores	37
Table 5: Analysis of Challenging areas of listening	37
Table 6: Analysis of difficulties in listening test	38

LIST OF ABBREVIATIONS

%	: Percent
CDC	: Curriculum Development Center
CUP	: Cambridge University Press
DOE	: Department of Education
INTL	: International
M. ED.	: Master of Education
N. R.	: Number of Respondents
OUP	: Oxford University Press
S. N.	: Serial Number
TOEFL	: Test of English as a Foreign Language
Viz.	: Namely

APPENDIX - I

QUESTIONNAIRE FOR THE STUDENTS

Dear students,

This questionnaire is a part of my research study entitled “**Listening Proficiency of Bachelor Level Students Based on TOEFL Test**” under the supervision of Mr. Ashok Sapkota, Teaching Assistant of the Department of English Education, T.U., Kirtipur. Your co-operation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidentially only for present study.

Thank You.

Researcher
Kalyan Adhikari
T.U. Kirtipur, Kathmandu