

**PERFORMANCE ON LISTENING AND SPEAKING VERSUS  
READING AND WRITING:  
A CASE OF SLC EXAMINATION**

**A Thesis Submitted to the Department of English Education  
Tribhuvan University, Kirtipur, Kathmandu  
In Partial Fulfilment for the Master's Degree in English Education  
(Specialization in English Education)**

**By**

**Indra Prasad Osti**

**M.Ed. Second Year**

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

**2008**

**PERFORMANCE ON LISTENING AND SPEAKING VERSUS  
READING AND WRITING:  
A CASE OF SLC EXAMINATION**

**A Thesis Submitted to the Department of English Education  
Tribhuvan University, Kirtipur, Kathmandu**

**By  
Indra Prasad Osti  
M.Ed. Second Year**

**Department of English Education  
Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2008**

**T.U. Regd No.: 19968-93  
Campus Roll No.: 844/061  
2<sup>nd</sup> Year Exam Roll No.: 280214/061**

**Date of Approval of the  
Thesis Proposal: 03-04-2064  
Date of Submission: 03-09-2064**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Indra Prasad Osti** has worked and completed this thesis entitled **Performance on Listening and Speaking versus Reading and Writing : A Case of SLC Examination** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 03-09-2064

---

**Dr. Anjana Bhattra** (Guide)

Reader

Department of English Education

Faculty of Education

Tribhuvan University

Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following  
**Research Guidance Committee.**

**Signature**

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

---

Chairperson

**Dr. Anjana Bhattarai** (Guide)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

**Mrs. Saraswati Dawadi**

Lecturer

Department of English Education

T.U., Kirtipur, Kathmandu

---

Member

Date: 22-08-2065

## EVALUATION AND APPROVAL

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

**Signature**

**Dr. Chandreshwar Mishra**

Reader and Head

Department of English Education

T.U., Kirtipur, Kathmandu

\_\_\_\_\_  
Chairperson

**Dr. Jai Raj Awasthi**

Professor

Member

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur, Kathmandu

\_\_\_\_\_  
Member

**Dr. Anjana Bhattarai** (Guide)

Reader

Department of English Education

T.U., Kirtipur, Kathmandu

Date: 26-08-2065

*Dedicated to*

*My parents*

*Who devoted their entire life to make me  
what I am today*

## **ACKNOWLEDGEMENTS**

First of all, I would like to express my profound gratitude to my respected guide, Dr. Anjana Bhattarai, Reader at Department of English Language Education, FOE, T.U., Kirtipur for her continuous guidance, supervision and invaluable suggestions. I think, without her constructive feedback from the beginning, it would not be possible to bring this thesis in this form.

I am exceedingly grateful to my luminary of the department Dr. Shishir Kumar Sthapit, the retired Professor of the Department of English Language Education, T.U. for providing me valuable suggestions, ideas and encouragement for this study.

I would like to express my sincere gratitude to Dr. Shanti Basnyat, Professor at the Department of English Education for her leading suggestions and help. My sincere thanks go to Dr. Jai Raj Awasthi, Professor at Department of English Education and Chairman, English and Other Foreign Languages Education Subject Committee whose fun-filled teaching and support played a vital role in my academic career.

I would like to acknowledge a considerable debt to Dr. Chandreshwor Mishra, Reader and Head of the Department of English Education for providing me a lot of encouragement and support for this study. I am also deeply indebted to Dr. Tirth Raj Khaniya, Professor at Department of English Education for his encouragement to carry out the research.

My sincere gratitude goes highly to Dr. Govinda Raj Bhattarai, Professor of the Department of English Education for his perennial encouragement in my study. Similarly, I would like to express my gratitude to Mr. Visnu Singh Rai, Dr. Bal Mukunda Bhandari, Mr. Padmalal Bishwakarma, Mr. Ram Ekwel Singh, Mr. Prem Bahadur Phyak, Mr. Bal Krishna Sharma, and other faculty members at the Department of English Education for their direct and indirect co-operation and encouragement.

I am very much grateful to the secondary level English teachers of various schools and the students of PCL first year of various colleges who co-operated and helped me in collecting data.

My special thanks go to Mr. T.B. Chettri, Mr. Jiwan Rijal, Mr. Raju Baral and Mr. Ganesh Kumar Adhikari for their co-operation and possible aid during my study.

I owe a real debt of gratitude to my brothers Rudra, Subas and Prem for their encouraging support to accomplish this research work successfully.

I like to thank Mr. Ramesh Maharjan for excellent service in typing my thesis on time.

At last but not the least, my parents, sisters and all well-wishers deserve my deep gratitude.

**Indra Prasad Osti**

## **ABSTRACT**

This thesis has been prepared with the foremost objectives of finding out the differences in the scores obtained by the students in the listening/speaking and reading/writing exam of English in SLC examination and finding out causes of difference in the scores of those examinations.

The sample population for this research were fifty students of five different colleges and fifteen secondary level English teachers of the concerned institutions. The tools employed for the primary data collection were two separate sets of questionnaire for the students and the teachers. For the secondary data collection, mark ledger provided by OCE along with other books and journals were used. The data have been analyzed in terms of statistical tool –percentage. The major finding of the study as responded by the teachers is that all educational activities have been affected by the external factors such as strike, unnecessary holidays, political activities and the lack of sufficient materials to practice those language skills in time. Similarly, most of the students realized that only one set of question for all the students is not suitable to test their performance. As a result, the performance of the students in different language skills found varied.

This thesis consists of four chapters. The first chapter deals with general background, review of the related literatures, objectives of the study and significance of the study.

The second chapter deals with the methodology to carry out the research. This chapter consists of sources of data, sampling procedure, tools for data collection, process of data collection and limitations of the study.

The third chapter deals with the analysis and interpretation of data. This chapter consists of three subsections. The first sub-section deals with the description of the difference in the scores made by the students in listening/speaking and reading/writing exams. The second sub-section deals with the description of closed-ended and open-ended questions with the responses made by the teachers. The third sub-section deals with the description of closed-ended and open-ended questions and their responses made by the students.

The chapter four consists of findings and recommendations of the study.

# CONTENTS

	<b>Page No.</b>
<b>RECOMMENDATION FOR ACCEPTANCE</b>	<b>i</b>
<b>RECOMMENDATION FOR EVALUATION</b>	<b>ii</b>
<b>EVALUATION AND APPROVAL</b>	<b>iii</b>
<b>DEDICATION</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS</b>	<b>v-vi</b>
<b>ABSTRACT</b>	<b>vii-viii</b>
<b>ABBREVIATIONS</b>	<b>ix</b>
<b>CONTENTS</b>	<b>x-xii</b>
<b>LIST OF TABLES</b>	<b>xiii</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-30</b>
1.1 General Background	1
1.1.1 Language Skills	3
1.1.2 Importance of the Teaching Language Skills	4
1.1.3 Curriculum Objectives in Compulsory English of Secondary Level (Skill wise)	6
1.1.3.1 Listening Skill	6
1.1.3.2 Speaking Skill	7
1.1.3.3 Reading Skill	8
1.1.3.4 Writing Skill	9
1.1.4 Testing Language Skills	9
1.1.4.1 Testing Listening	11
1.1.4.2 Testing Speaking	16
1.1.4.3 Testing Reading	20

1.1.4.4	Testing Writing	22
1.1.5	Controlled Writing	26
1.2	Review of the Related Literature	28
1.3	Objectives of the Study	30
1.4	Significance of the Study	30
 <b>CHAPTER TWO: METHODOLOGY</b>		<b>31-33</b>
2.1	Sources of Data	31
2.1.1	Primary Sources of Data	31
2.1.2	Secondary Sources	31
2.2	Sampling Procedure	31
2.3	Tools for Data Collection	32
2.4	Process of Data Collection	32
2.5	Limitations of the Study	33
 <b>CHAPTER THREE: ANALYSIS AND INTERPRETATION</b>		<b>34-49</b>
3.1	Analysis of the Scores Obtained by the Students in Listening/Speaking and Reading/Writing Examinations in SLC Examination	35
3.2	Description of the Questionnaire Addressed to the Teachers	36
3.2.1	Analysis of the Closed-Ended Questionnaire	37
3.2.2	Analysis of the Open-Ended Questionnaire	41
3.3	Analysis of the Questionnaire Addressed to the Students	42
3.3.1	Analysis of the Responses Obtained from Closed-Ended Questionnaire	43
3.3.2	Analysis of the Open-Ended questionnaire	48

<b>CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS</b>	<b>50-55</b>
4.1 Findings	50
4.2 Recommendations	52
<b>References</b>	<b>56-57</b>
<b>Appendix – 1</b>	
<b>Appendix – 2</b>	
<b>Appendix – 3</b>	
<b>Appendix – 4</b>	
<b>Appendix – 5</b>	
<b>Appendix – 6</b>	

## **LIST OF TABLES**

	<b>Page No.</b>
Table No.1: Difference in the Scores Obtained by the Students	35
Table No.2: Responses Made by the Teachers	37
Table No.3: Responses Made by the Students	

## ABBREVIATIONS

### Abbreviations used in the Dissertation

A.D.	-	Anno Domini
CDC	-	Curriculum Development centre
CIP	-	Curriculum Implementation Plan
DEO	-	District Education Office
Dr.	-	Doctor
e.g.	-	example
etc.	-	and the rest (for Latin, etcetera)
Exam	-	Examination
FOE	-	Faculty of Education
i.e.	-	That is
M.Ed.	-	Master in Education
Mr.	-	Mister
NELTA	-	Nepal English Language Teachers' Association
NESP	-	National Education System Plan
No.	-	Number
OCE	-	Office of the Controller of Examinations
P.	-	Page
PCL	-	Proficiency Certificate Level
Ph.D.	-	Doctor of Philosophy
S.L.C.	-	School Leaving Certificate
S.N.	-	Serial Number
T.U.	-	Tribhuvan University
Vol.	-	Volume