

**LISTENING PROFICIENCY OF GRADE IX STUDENTS:
A COMPARATIVE STUDY**

**A Thesis Submitted to the Department of English Education, University
Campus Kirtipur, In Partial Fulfillment for the Master's Degree in
Education**

(Specialization in English Education)

**By
Laya Prasad Prasai
M.Ed. English
2007**

**FACULTY OF EDUCATION
TIRBHUVAN UNIVERSITY
KIRTIPUR, KATHMANDU
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RECOMMENDATION FOR ACCEPTANCE

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ABSTRACT

This thesis entitled '**Listening proficiency of Grade IX students: A Comparative Study**' presents a picture of the listening proficiency of 100 students of class IX of the private and the government schools.

The present study has been done through the listening test across ten schools from both private and government sector.

The data were taken by oral test and questionnaires from the randomly selected grade IX students of selected 10 schools of the north-eastern part of the Kathmandu valley (each 5 private and 5 government). There were 10 students of each school. So altogether there were 100 respondents. To obtain required data, questions were asked orally and questionnaires were also distributed as the primary sources using purposive sampling procedure. The researcher further consulted secondary sources such as books, magazines, thesis etc. related to his topic.

The major findings of the study are that the listening proficiency of grade nine students of private schools in average is 86.76 percent. Likewise the average listening proficiency of grade nine students of government schools is 58.76 percent. The overall listening proficiency of ninth graders is 72.76 percent. Hence the listening proficiency of private schools' class nine students is better than of their counterparts. Similarly, the female students' listening proficiency is better than of the male 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.

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LIST OF ABBREVIATION

\bar{X} = Mean

F= Frequency of occurrence

C= Sum of

X= Sum in distribution

N= Number of scores

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CHAPTER ONE

INTRODUCTION

1.3 General Background

Language learning means learning to communicate. Human beings are the only species who can share their messages through speaking the language. They communicate to fulfill their various needs. It extends from the basic needs of fulfilling their very much fundamental needs to the advanced ways of living their life like enjoying time consuming and so on.

It is still the unknown matter on how people started to use the language and how they started to use the particular codes has, too, been the matter of unknown fact. People of the different societies have their own styles, system and ways of using the language. But let there be any of the ways of using the main purpose of using language is to facilitate the living standard of the human beings.

With the rapid advancement of modern technology, people were compelled to accept the importance and need of language teaching informally in the beginning and formally with the need and demand of the time. Many societies are not only bilingual but they are multilingual as well. Knowing this fact, people started to learn the languages of other than their own groups. Human beings, then, understood the need of teaching mother tongue and non-native languages more particular informally at first and formally later on.

Language learning and teaching, thus, took its value need, and importance in the contemporary societies. It, presently, 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.

More specifically, language learning means learning language skills. And language skills namely are listening skill, speaking skill, reading skill and writing skill. Similarly, listening and speaking are the primary skills and reading and writing are the secondary skills. The other classification is that listening and reading are the receptive skills and speaking and writing are the productive skills.

Language acquisition or learning process begins with listening and other skills develop later on. Listening and speaking skills don't need (not necessarily) any formal training in course of language learning whereas the other two skills reading and writing need conscious learning.

It is accepted, listening is not a passive skill. To quote Underwood (1989) 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, may 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 with. But, so is not the fact with the second or foreign language(s). Listening seeks to demand a considerable effort and deliberate learning at all. It is simply impossible for the children to acquire listening capacity until and unless they are involved with enough chance to listen effectively, they won't be able to participate in real communication and hence, they fail to communicate, and if no listening, then no speaking takes place.

1.1.1 What is listening proficiency?

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

According to Harmer, the following are the sub-skills of listening:

- Identifying the topic
- Predicting and guessing
- Getting general picture of understanding
- Extracting specific information
- Extracting detailed information
- Recognizing functions and discourse patterns

- Deducing meaning from the context

Jackman and Mc Dowell (1999) have mentioned the following skills of listening comprehension:

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

1.1.2 Listening in the context of Nepal

When we have to discuss the situation of listening in the context of Nepal, the National Educational System Plan (NESP) 1971 has given the due importance of four skills in the school level English syllabi. It has mentioned the general objectives of teaching English at the secondary level in terms of the four language skills. The objective regarding listening skills was; to enable the students to understand simple conversation and normal educated speech delivered towards them. But listening and speaking skills, though objectives were printed in the paper, were given no priority even up to just few years ago in the secondary curriculum of Nepal. All the teaching learning activities were confined only to reading and writing. It might be that listening skill was neglected, because of S.L.C. examination as there was no provision for testing listening.

But the present secondary English curriculum has given a little importance to listening skills. The objective of listening at present in this level is students should be able to show understanding of variety of authentic listening texts. This curriculum has given the place of 8% out of the four skills to listening. This too, is unsatisfactory on the one hand and on the other hand it has just been the matter of formality. The students still don't get ample opportunities to practice listening specially the native speaking of English.

However the programmes conducted in many F.M.s, the learners are getting facilitated to listen English and thus the situation has improved to some extent.

1.1.3 Listening is an unique skill

According to Harmer (1998), 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 doesn't 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.

1.2 Literature Review

In spite of the fact that the study of listening has a brief history as a separate skill, some researches have been carried out till now which are explained below:

Singh (2000) carried out a comparative study between the students of grade eight of government aided and private sectors schools on the achievement of listening comprehension. His conclusion was that the students of the private school are better than their counterpart of the government schools.

Aryal (2001) carried out a research on listening proficiency of grade 10 students. In his study, he found that the students' proficiency was better in the seen texts than in the unseen text. It was due to the fact that the students were already familiar much more with the seen text.

Rana (2002) carried out a research on listening ability of the Nepalese learners of English. His findings were that students' ability to discriminate segmental sound units and number of syllabus was higher than to discriminate intonation pattern.

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 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. 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.

Despite the multiplicity of the researches, the present study is confined in viewing the listening proficiency of grade nine students of 5 government & 5 private schools of the north-eastern part of the Kathmandu valley. In order to find out the listening proficiency of the students, a comparative study between government and private schools is carried out.

1.3 Objectives of the study

The study has the following objectives:

- i. To find out listening proficiency of grade nine students of government schools of a certain locality in Kathmandu valley.
- ii. To find out listening proficiency of grade nine students of private school of a certain locality in Kathmandu.
- iii. To find out the difference of listening proficiency of private and government schools' class nine students.
- iv. To find out gender wise listening proficiency of grade nine students.
- iv. To suggest some pedagogical implications.

1.4 Significance of the study

The study is more significant for the prospective investigators who carry researches on different issues related to language and language teaching and learning; esp. in four different language skills. It is equally important to the English teachers who are teaching English language specifically in the secondary level in Nepal. The significance of the study also goes to text book writers, curriculum designers, language planners and policy makers as it discovers some enlightens in the field of language teaching and learning. The students of English

language at different university levels will also find the study equally beneficial. Its importance spreads to all who are directly or indirectly related to and involved in English language teaching and learning.

CHAPTER TWO

METHODOLOGY

The following research methodology was adopted for the fulfillment of the above mentioned objectives:

2.1 Sources of data

The researcher made for both primary and secondary sources of data for the completion of the study. The sources were as follows:

2.5.1 Primary sources:

Grade nine students of ten different schools (each five government and five private) of the eastern part of the Kathmandu valley were made the primary sources of data for the research.

2.5.2 The Secondary sources:

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, et. al. (1981), Ur (1996), Kumar (1999), Rai (1999), Harmer (2000), Timsina (1000), Sthapit (2000), Bhatarai (2001), Aryal (2001), Chapagain (2001), Rana (2002) and Singh(2002).

2.6 Sampling procedure

The researcher, at first identified all the government and private schools in the eastern part of the Kathmandu valley. He then randomly chose five government and five private schools for the elicitation of the information. The study was conducted on 10 students from each school altogether one hundred by sampling them randomly.

2.7 Tools for data collection

For the purpose of data collection, the researcher employed both oral test and questionnaires (see appendix).

2.8 Process of data collection

The researcher followed the following procedures to collect the required information:

First of all, he found out private and government secondary schools in the eastern part of the Kathmandu valley. Then, he randomly selected ten schools from that area; five from government and five from private. The researcher then established rapport to the concerned authority and the study population. After that, he randomly selected 10 students from each sample schools.

Then the investigator fixed the time for data collection. To administer the test, he distributed the test papers and explained what the students were supposed to do. Then the cassette was played for the first time and the students were simply asked to listen to in order to get them familiarized with the text to be heard. In the second play of the cassette, they were asked to listen to and do the task given to them and were also asked oral questions. Finally, all the data were collected.

2.9 Limitations of the study

For the betterment of the study, the researcher has delimited the study. It has been limited to:

- The randomly selected ten secondary schools of eastern Kth. Valley only
- Only one hundred students (10 from each) from the selected schools of class 9
- The text assigned to them
- Their obtained scores on the test.
- The findings of the analysis from the statistical approach of evaluation

CHAPTER THREE

ANALYSIS AND INTERPRETATION

The researcher analyzed and interpreted the collected data descriptively using simple statistical tools e.g. mean, median, mode, percentage, frequency and presented them in lists, graph, charts and diagram. Results of comparative study were displayed on chart and graph.

\bar{X} = Mean

F= Frequency of occurrence

C= Sum of

X= Sum in distribution

N= Number of scores

The following headings were used for the analysis of data.

1. Listening proficiency of students as a whole.
2. Gender wise listening comprehension.
3. Sector wise listening proficiency.
4. School wise listening proficiency.

3.1 Listening proficiency of students as a whole

In this study altogether 100 students of 10 schools have been included. Their proficiency has been shown on the basis of questionnaires.

Table 1: Aggregate listening proficiency of the students (see appendix B)

No. of Students	Full Marks	Frequency	Mean	Percentage
100	5000	3768	37.68	75.3

The table given above presents the average proficiency in listening comprehension of the students of all the schools as a whole. These students are found to have obtained 3768 marks out of 5000 full marks with the mean 37.68. Their average listening proficiency is determined to be 75.30 percent.

3.5 Gender wise listening proficiency

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

Table 2: Gender wise listening proficiency, (see appendix C)

No. of Students		Full Marks	Obtained Marks	Percentage
Female	49	2450	1936	79.02
Male	51	2550	1832	71.84

The table given above shows that 51 boys have obtained 1832 marks out of 2550 full marks and their percentage is 71.84. Likewise 49 girls have obtained 1936 marks out of 2450 full marks and their percentage is 79.02. Thus the listening proficiency of the girls is better than of the boys.

3.6 Sector wise listening proficiency

This sector deals with the study of listening proficiency in terms of private schools and public schools:

Table 3: Sector wise listening proficiency (see appendix B)

No. of Students		Full Marks	Obtained Marks	Percentage
Public Schools	50	2500	1403	56.12
Private Schools	50	2500	2211	88.44

The table given above shows that 50 students of public schools have obtained 1403 marks out of 2500 marks and their percentage is 56.12. Similarly 50 students of the private schools have obtained 2211 marks out of 2500 marks. This shows that there is a vast difference in listening comprehension between the students of public and private schools.

3.7 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.

I) Gothatar English Secondary School

The listening proficiency of randomly selected 10 students of class 9 of Gothatar English Secondary School is presented in the following table

Table 4: listening proficiency of grade nine students of Gothatar English Secondary School (see appendix DI)

Variables		No. of Students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	6	300	273	45.5	91
	Female	4	200	181	45.2	90.5
Overall		10	500	454	45.4	90.8

In the table presented above in Gothatar English Sec. School out of randomly selected 10 students 6 were male and 4 were female students. 6 students have obtained 273 marks out of 300 and their mean is 45.5 with 90 percentages. Likewise 4 female students have obtained 181 marks out of 200 with 45.2 mean and 90.5 percentages. Hence the proficiency of male students in listening seems a little bit better than of female students in this school.

II) Arunima Higher Secondary School

The listening proficiency of randomly selected 10 students of class 9 from Arunima Higher Secondary School is shown in the following table:

Table 5: listening proficiency of grade nine students of Arunima Higher Secondary School (see appendix DII)

Variables		No. of Students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	2	100	88	44	88
	Female	8	400	365	45.6	91.2
Overall		10	500	454	45.4	90.6

The above table shows that out of randomly selected 10 students 8 are female and 2 are male. 8 female students have gained 365 marks out of 400 and their mean and percentage is 45.6 and 91.2 respectively. Similarly 2 male students have gained 88 marks out of 100 and their mean and percentage is 44 and 88 respectively. Hence the proficiency of female students is better than male students in this school.

III) Manakamana English Secondary School

The listening proficiency of 10 randomly selected students from class 9 of Manakamana Higher Secondary School is presented below in the table:

Table 6: listening proficiency of grade nine students of Manakamana English Secondary School (see appendix DIII)

Variables		No. of Students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	3	150	125	41.6	83.3
	Female	7	350	311	44.4	88.8
Overall		10	500	436	43.6	87.2

The above table shows that 3 male students have obtained 125 marks out of 150 with 41.6 mean and 83.3 percentage respectively. In the same way 7 female students have obtained 311 marks out of 350 with 44.4 mean and 88.8 percentage respectively. In this school the proficiency of female students seems better than those of male students.

IV) Pritima English Secondary School

The listening proficiency of 10 randomly selected students from class 9 of Pritima English Secondary School is presented in the table below:

Table 7: listening proficiency of grade nine students of Pritima English Secondary School (see appendix DIV)

Variables		No. of Students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	6	300	213	35.5	71
	Female	4	200	175	43.7	87.5
Overall		10	500	388	38.5	77.6

In the above table 6 male students have obtained 213 marks out of 300 with 35.5 mean and 71 percentages respectively. And 4 female students have gained 175 marks out of 200 and their mean is 87.5 respectively. This shows that the proficiency of female students is better than that of male students in this school.

V) Devkota Memorial English School

The listening proficiency of randomly selected of ninth graders is presented in the following table:

Table 8: listening proficiency of grade nine students of Devkota Memorial English School (see appendix DV)

Variables		No. of Students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	7	350	305	43.5	87.1
	Female	3	150	133	44.3	88.6
Overall		10	500	438	43.8	87.6

The table given above shows that three female students have obtained 133 marks out of 150 and their mean is 44.3 and percentage is 88.6 respectively. Likewise 7 male students have obtained 305 marks out of 350. Their mean and percentage are 43.5 and 87.1 respectively. Here the proficiency of female students seems a bit better than of male students.

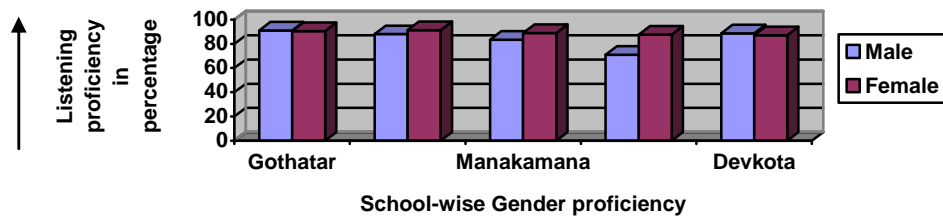
The overall listening proficiency of private schools' grade 9 students is presented in the following table in percentage:

Table 9: listening proficiency of grade nine students of private school

Variables	Gothatar Eng. Sec. School	Arunima Higher Sec. School	Manakamana English Sec. School	Pritima English Sec. School	Devkota Memorial English School
Male	91	88	83.3	71	88.6
Female	90.5	91.2	88.8	87.5	87.1
Total	90.8	90.6	87.2	77.6	87.6

The above table shows that the proficiency in listening private schools' students ranges from 77.6 to 90.8 percentage. This variation is shown in the following bar-diagram.

Figure No. 1
Bar Diagram



The above bar diagram shows that the listening proficiency of the female students is better than of the male students of the private schools.

The study of the public schools:

VI) Chamunda Secondary School

The listening proficiency of grade nine students of Chamunda Ma. Vi. is given below:

Table 10: listening proficiency of grade nine students of Chamunda Secondary School (see appendix D (VI))

Variables		No. of students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	6	300	166	27.6	55.3
	Female	4	200	107	26.6	53.5
Overall		10	500	273	27.3	54.6

The above table shows that 6 male students have obtained 166 marks out of 300 and their mean and median are 27.6 and 55.3 respectively. Likewise 4 female students have obtained 107 marks out of 200. Their mean is 26.6 and percentage is 53.5. This shows that the proficiency of the male students is a bit better than of the female students in this school.

VII) Kanti Bhairab Secondary School

The listening proficiency of grade nine students of Kanti Bhairav Ma. Vi is presented below in the table:

Table 11: listening proficiency of grade nine students of Kanti Bhairab Secondary School (see appendix D (VII))

Variables		No. of students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	7	350	192	27.4	54.8
	Female	3	150	94	31.3	62.6
Overall		10	500	286	29.3	57.2

In the above table it seems that 7 male students have obtained 192 marks out of 350 and their mean is 27.4 and the percentage is 54.8. Similarly 3 female students have obtained 94 marks out of 150 and their mean and percentage is 29.3 and 57.2 respectively. The proficiency of the female students is better than of the male students of this school.

VIII) Gandhi Secondary School

The listening proficiency of the randomly selected grade nine students of Gandhi Ma. Vi. is shown below:

Table 12: listening proficiency of grade nine students of Gandhi Secondary School
(see appendix D (VIII))

Variables		No. of students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	5	250	144	28.8	57.6
	Female	5	250	162	32.4	64.8
Overall		10	500	306	30.6	61.2

The above table shows that 5 male students have obtained 144 marks out of 250. The mean is 28.8 and the percentage is 57.6. Likewise the 5 female students have obtained 162 marks out of 250. Their mean is 32.4 and the percentage is 61.2. The listening proficiency of the female students is better than of the male students.

IX) Mahendra Boudha Secondary School

The listening proficiency of grade nine students of Mahendra Boudha Ma. Vi. is given below in the table:

Table 13: listening proficiency of grade nine students of Mahendra Boudha Secondary School (see appendix DIX)

Variables		No. of students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	4	200	130	32.5	65
	Female	6	300	170	28.3	56.6
Overall		10	500	300	30	60

The above table shows that 4 male students have obtained 130 marks out of 200. The mean is 32.5 and the percentage is 65. Similarly 6 female students have obtained 170 marks out of 300. The mean is 28.3 and the percentage is 60. This

shows that the proficiency of the male students is better than of the female students.

X) Tej Binayak Secondary School

The listening proficiency of randomly selected 10 students of grade 9 of Tej Binayak School is given below:

Table 14: listening proficiency of grade nine students of Tej Binayak Secondary School (see appendix DX)

Variables		No. of students	Full Marks	Obtained Marks	Mean	Percentage
Sex	Male	6	300	188	31.3	62.6
	Female	4	200	118	29.5	59
Overall		10	500	306	30.6	60.8

In the above table it is seemed that 6 male students have obtained 188 out of 300. The mean is 31.3 and the percentage is 62.6. Similarly 4 female students have obtained 118 marks out of 200. Their mean is 29.5 and the percentage is 59. According to this table the listening proficiency of the male students is better than of the female students.

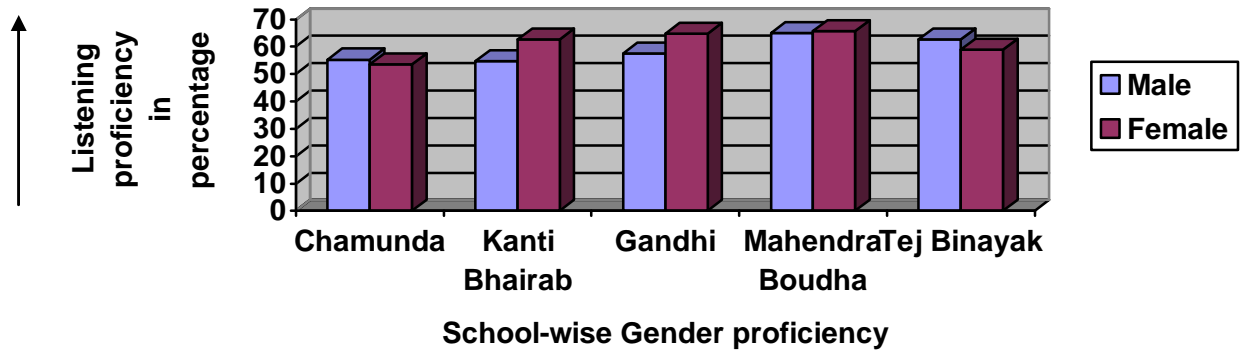
The overall listening proficiency of the public schools is presented below in the table:

Table 15: listening proficiency of grade nine students of government schools.

Variables	Chamunda Ma.Vi.	Kanti Bhairab Ma. Vi.	Gandhi Ma. Vi.	Mahendra Boudha Ma.Vi.	Tej Binayak Ma.Vi.
Male	55.3	54.8	57.6	65	62.6
Female	53.6	62.6	64.8	65.6	59
Total	54.6	57.2	61.2	60	60.8

In the above table the variation of the listening proficiency of the public schools ranges from 54.6 to 61.2 percentage. This variation is shown in the following bar diagram.

Figure No. 2
Bar Diagram



The above bar diagram shows that the listening proficiency of the female students is better than of the male students in the public schools.

After interpreting the collected data the overall listening proficiency of grade nine students has been found as shown below:

Overall proficiency of grade nine students in integration with gender and sector:

Table 16: Overall listening proficiency of grade nine students in integration
(see appendix D)

Gothatar Eng. Sec. School	Male	91
	Female	90.5
	Total	90.8
Arunima H. S. School	Male	88
	Female	91.2
	Total	90.6
Manakamana Eng. Sec. School	Male	83.3
	Female	88.8
	Total	87.8
Pritima Eng. Sec. School	Male	71
	Female	87.5
	Total	77.6
Devkota Memorial Eng. Sec. School	Male	88.6
	Female	87.1
	Total	87.6
Chamunda Ma. Vi.	Male	55.3
	Female	53.5
	Total	54.6
Kanti Bhairab Ma. Vi.	Male	54.8
	Female	62.6
	Total	57.2
Gandhi Ma. Vi.	Male	57.6
	Female	64.8
	Total	61.2
Mahendra Boudha Ma. Vi.	Male	65
	Female	56.6
	Total	60
Tej Binayak Ma. Vi.	Male	62.6
	Female	59
	Total	60.8

In the above pie-chart the gender wise proficiency of grade nine students of all ten schools has been shown in percentage. The displayed information shows that the female proficiency is better than their counterpart as a whole

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The findings of the study based on the analysis and interpretation of the data are presented below:

1. The average listening proficiency of ninth graders of the private schools has been found to be 86.76 percent.
2. The average listening proficiency of ninth graders of the public schools has been found to be 58.76 percent.
3. The overall listening proficiency of ninth graders is found 72.76 percent.
4. The listening proficiency of the students of the private schools is far better than the students of the public schools.
5. The female students are found to be more proficient who scored 74.16 percent than the male students who scored 71.72 percentages.

4.3 Recommendations

On the basis of analysis and interpretation of data and the presented findings, the following points can be recommended:

1. The aforementioned findings show that the grade nine students need to improve their listening capacity to a considerable extent. The average listening proficiency 72.76 percent is not so satisfactory; and the students' proficiency of the public schools is poorer than the private schools students. The students should be given an ample opportunity of enough exposure both in formal and non-formal environment so as to improve their listening proficiency as far as possible.
2. 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.
3. All the four language skills should be taught in an equal exposure so as not to neglect the listening skill.

4. Government should provide all the necessary supplementary materials as well as the management of the physical facilities in accordance with the need of the schools to improve the students' listening capacity.
5. The frequency of listening tests in the classroom should be increased considerably in order to encourage students for developing the habit of listening.
6. Students should be taught not only the content but also certain test taking strategies in listening classes that are specific to listening skill which will undoubtedly enhance the students' performance in listening test.
7. As a very specific and limited study this study can't generate all the possible findings. It is necessary to carry out further investigations in the related field involving the variety of situation, context and so on. The findings of the study are generalized; however, it can't cover all the possible context due to its limitation.

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Statement of the marks obtained by private school's students

Appendix B

S.N.	Name of students	School's Name	Oral	Written	Total
1.	Puja Khanal	Gothatar Eng. Sec. School	8	36	44
2.	Suraj Lama	"	8	38	46
3.	Sabina Bista	"	8	38	46
4.	Bhawana Chapagain	"	7	38	45
5.	Nirmala Pokhrel	"	8	38	46
6.	Rajesh Lamichhane	"	7	38	45
7.	Jagadish Chapagain	"	6	36	44
8.	Achyut Dahal	"	8	39	47
9.	Sanjaya Chapagain	"	8	38	46
10.	Himal Ale	"	7	38	45
11.	Reshma Thapa	Arunima H. S. School	8	39	47
12.	Sabita Dotel	"	7	38	45
13.	Manju Pudasaini	"	8	38	46
14.	Sujata Chapagain	"	7	38	45
15.	Rupa Dotel	"	7	38	45
16.	Diwakar Dahal	"	6	35	41
17.	Sailaja K.C.	"	7	37	34
18.	Binita Dhungana	"	8	39	47
19.	Bidhya Phuyal	"	8	39	47
20.	Samjhana Bista	"	7	39	46
21.	Sweta Sunuwar	Manakamana Eng. Sec. School	6	35	41
22.	Sita Acharya	"	7	37	44
23.	Sandhya Bista	"	8	37	45
24.	Bhim Ale	"	6	36	42
25.	Kamana Silwal	"	6	35	41

26.	Kusum Tamang	"	8	40	48
27.	Nilima Tamang	"	8	39	47
28.	Mukesh Gharti	"	6	35	41
29.	Sujata Pudasaini	"	7	38	45
30.	Pritam Bastakoti	"	6	36	42
31.	Suresh Dahal	Pritma Eng. Sec. School	6	37	43
32.	Kamal Sanjel	"	6	35	41
33.	Pranita Rana	"	6	36	42
34.	Indira Dhungel	"	6	36	42
35.	Rupak Pudasaini	"	7	36	43
36.	Indra Acharya	"	7	36	43
37.	Shyam Kumar Sanjel	"	6	34	40
38.	Sweta Gurung	"	7	37	44
39.	Umesh Bdr. Magar	"	8	38	46
40.	Manju Bhattarai	"	8	39	47
41.	Puja Kharel	Devkota Memo. Sec. School	8	39	47
42.	Ashish Sunuwar	"	7	37	44
43.	Malati K.C.	"	6	34	40

44.	Rabin Shrestha	"	7	37	44
45.	Subas Pudasaini	"	6	35	41
46.	Roshan Nepal	"	6	37	43
47.	Bijaya Phuyal	"	6	37	43
48.	Rajram Dahal	"	6	37	43
49.	Ashmita Sunuwar	"	7	39	46
50.	Subash Ale	"	8	39	47
	Total				2212

Statement of the marks obtained by public school's students

S.N	Name of the students	School's Name	Oral	Written	Total
1.	Pasang Tamang	Mahendra Boudha Ma. Vi.	8	30	38
2.	Pemba Dedi Sherpa	"	6	16	22
3.	Pasang Dolma	"	7	18	25
4.	Ramesh B.C.	"	7	20	27
5.	Santosh Shrestha	"	8	26	34
6.	Gita Acharya	"	7	20	27
7.	Kalpana Gurung	"	7	24	31
8.	Sangita Sherpa	"	7	22	29
9.	Umesh Maharjan	"	7	24	31
10.	Dhan Kumari Rai	"	8	28	36
11.	Bikash Mainali	Tej Binayak	7	18	25
12.	Suman Shrestha	"	8	28	36
13.	Shiva Chapagain	"	8	28	36
14.	Bibek Ale	"	7	22	29
15.	Rachana Tamang	"	7	24	31
16.	Priti Dhungel	"	6	22	28
17.	Raju Neupane	"	7	24	31

18.	Reshma Dahal	"	7	24	31
19.	Samjhana Pudasaini	"	6	22	28
20.	Madan Chapagain	"	7	24	31
21.	Ram Pd. Poudel	Chamunda Ma. Vi.	7	18	25
22.	Dhan Maya Dhakal	"	6	24	30
23.	Sunita Magar	"	7	22	29
24.	Nitesh Ghale	"	7	20	27
25.	Tej Bdr. Magar	"	7	20	27
26.	Sonam Sange Sherpa	"	7	20	27
27.	Nitesh Subedi	"	7	26	33
28.	Anita Bhatta	"	8	20	28
29.	Shila Tamang	"	6	14	20
30.	Bikash Ghale	"	7	20	27
31.	Kanchan Bhattarai	Kanti Bhairab Ma. Vi.	7	26	33
32.	Gopal Limbu	"	7	18	25
33.	Dhanmaya Adhikari	"	8	22	30
34.	Yugal Poudel	"	7	22	29
35.	Govinda Pudasaini	"	7	14	21
36.	Mahesh Shrestha	"	7	22	29
37.	Rupesh Acharaya	"	8	22	30
38.	Laxmi Maharjan	"	7	34	31
39.	Nimesh Shrestha	"	7	18	25
40.	Ramesh Pudasaini	"	8	26	34
41.	Kiran Rai	Gandhi Ma. Vi.	7	24	31
42.	Karuna Bhatta	"	8	26	34
43.	Anupama Magar	"	7	22	29
44.	Aayush Magar	"	8	26	34
45.	Nirmala Maharjan	"	8	30	38

46.	Sunita Magar	"	7	22	29
47.	Sikandar Jha	"	6	16	22
48.	Kumar Khadka	"	7	21	28
49.	Binita Timsina	"	8	24	32
50.	Kusum Ghale	"	8	24	32
	Total				1475

Female Students

Appendix C

S.N.	Name of the students	Marks Obt.
1	Sunita Magar	29
2	Anita Bhatta	28
3	Shila Tamang	20
4	Kanchan Bhattarai	33
5	Dhanmaya Adhikari	30
6	Laxmi Maharjan	31
7	Karuna Bhatta	34
8	Anupama Magar	29
9	Nirmala Maharjan	38
10	Sunita Magar	29
11	Puja Khanal	44
12	Sabina Bista	46
13	Bhawana Chapagain	45
14	Nirmala Pokharel	46
15	Reshma Thapa	47
16	Sabita Dotel	45
17	Manju Pudashaini	46
18	Sujata Chapagain	45
19	Rupa Dotel	45
20	Sailaja K.C.	44
21	Binita Dhungana	47
22	Bidhya Phuyal	47
23	Samjhana Bista	46
24	Sweta Sunwar	41
25	Sita Acharya	44
26	Samjhana Bista	45
27	Kamala Silwal	41

28	Kushumi Tamang	48
29	Neelima Tamang	47
30	Sujata Pudasaini	45
31	Pramita Rana	42
32	Indira Dhungel	42
33	Sweta Gurung	44
34	Manju Bhattarai	47
35	Puja Kharal	47
36	Malati K.C.	40
37	Asmita Sunuwar	46
38	Binita Timilsina	32
39	Pemba Dedi Sherpa	22
40	Pasang Dolma	25
41	Gita Acharya	27
42	Kalpana Gurung	31
43	Sangita Sherpa	29
44	Dhankumari Rai	36
45	Rachana Tamang	31
46	Priti Dhungel	28
47	Reshma Dahal	31
48	Sanjhana Pudasaini	28
49	DhanMaya Dhakal	30
	Total	1936

Male students

S.N.	Name of the students	Marks Obt.
1	Rajesh Lamichhane	45
2	Jagadish Chapagain	44
3	Achyut Dahal	47
4	Sanjaya Chapagain	46

5	Himal Ale	45
6	Diwakar dahal	41
7	Bhim Ale	42
8	Mukesh gharti	41
9	Pritam Bastakoti	42
10	Suresh Dahal	43
11	Kamal Sanjel	41
12	Rupak Pudasaini	43
13	Indra acharya	43
14	Shyam Kr. Sanjel	40
15	Umesh Bdr. Magar	46
16	Aashish Sunuwar	44
17	Rabin Shrestha	44
18	Subash Pudasaini	41
19	Roshan Nepal	43
20	Bijaya Phuyal	43
21	Rajaram Dahal	43
22	SubashAle	47
23	Ram Pd. Poudel	25
24	Nitesh Ghale	27
25	Tej Bdr. Magar	27
26	Sonam Sange Sherpa	27
27	Nitesh Subedi	33
28	Bikash Ghale	27
29	Gopal Limbu	25
30	Yugal Poudel	29
31	Govinda Pudasaini	29
32	Mahesh Shrestha	29
33	Rupesh Acharya	30
34	Nimesh Shrestha	25

35	Ramesh Pudasaini	34
36	Kiran Rai	31
37	Aayush Magar	34
38	Sikandar Jha	22
39	Kumar Khadka	28
40	Kusum Ghale	32
41	Pasang Tamang	38
42	Ramesh B.C.	27
43	Santosh Shrestha	34
44	Umesh Maharjan	31
45	Bikash Mainali	25
46	Suman Shrestha	36
47	Shiva Chapagain	36
48	Bibek Ale	29
49	Raju Neupane	31
50	Madan Chapagain	31
51	Suraj Lama	46
	Total	1832

Appendix D

School's Name: Gothatar English Secondary School Appendix D (I)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Puja Khanal	50	8	36	44
2.		Sabina Bista	50	8	38	46
3.		Bhawawana Chapagain	50	7	38	45
4.		Nirmala Pokhrel	50	8	38	46
5.	Suraj Lama		50	8	38	46
6.	Rajesh Chapagain		50	7	38	45
7.	Jagadish Chapagain		50	6	36	44
8.	Achyut Dahal		50	8	39	47
9.	Sanjaya Chapagain		50	8	38	46
10.	Himal Ale		50	7	38	45

School's Name: Arunima Higher Secondary School Appendix D (II)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Reshma Thapa	50	8	39	47
2.		Sabita Dotel	50	7	38	45
3.		Manju Pudasaini	50	8	38	46
4.		Sujata Chapagain	50	7	38	45
5.		Rupa Dotel	50	7	38	45
6.		Sailaja K.C.	50	7	37	34
7.		Binita Dhungana	50	8	39	47
8.		Samjhana Bista	50	7	39	46
9.	Diwakar Dahal		50	6	35	41
10.	Bidhya Phuyal		50	8	39	47

School's Name: Manakamana English Secondary School Appendix D (III)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Sweta Sunuwar	50	6	35	41
2.		Sita Acharya	50	7	37	44
3.		Sandhya Bista	50	8	37	45
4.		Kamana Silwal	50	6	35	41
5.		Kusum Tamang	50	8	40	48
6.		Nilima Tamang	50	8	39	47
7.		Sujata Pudasaini	50	7	38	45
8.	Bhim Ale		50	6	36	42
9.	Mukesh Gharti		50	6	35	41
10.	Pritam Bastakoti		50	6	36	42

School's Name: Pritima English Secondary School Appendix D (IV)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Pranita Rana	50	6	36	42
2.		Indira Dhungel	50	6	36	42
3.		Sweta Gurung	50	7	37	44
4.		Manju Bhattarai	50	8	39	47
5.	Suresh Dahal		50	6	37	43
6.	Kamal Sanjel		50	6	35	41
7.	Rupak Pudasaini		50	7	36	43
8.	Indra Acharya		50	7	36	43
9.	Shyam K. Sanjel		50	6	34	40
10.	Umesh Bdr. Magar		50	8	38	46

School's Name: Devkota Memorial Secondary School**Appendix D (V)**

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Puja Kharel	50	8	39	47
2.	Ashish Sunuwar		50	7	37	44
3.		Malati K.C.	50	6	34	40
4.	Rabin Shrestha		50	7	37	44
5.	Roshan Nepal		50	6	37	43
6.	Bijay Phuyal		50	6	37	43
7.		Ashmita Sunuwar	50	7	39	46
8.	Subash Pudasaini		50	6	35	41
9.	Rajaram Dahal		50	6	37	43
10.	Subash Ale		50	8	39	47

School's Name: Mahendra Boudha Secondary School**Appendix D (VI)**

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Pemba Dedi Tamang	50	6	16	22
2.		Pasang Dolma	50	7	18	25
3.		Gita Acharya	50	7	20	27
4.		Kalpana Gurung	50	7	24	37
5.		Sangita Sherpa	50	7	22	29
6.		Dhan Kumari Rai	50	8	28	36
7.	Pasang Tamang		50	8	30	38
8.	Ramesh B.C.		50	7	20	27
9.	Santosh Shrestha		50	8	26	34
10.	Umesh Maharjan		50	7	24	31

School's Name: Tej Binayak Secondary School**Appendix D (VII)**

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Rachana Tamang	50	7	24	31
2.		Priti Dhungel	50	6	22	28
3.		Reshma Dahal	50	7	24	31
4.		Samjhana Pudasaini	50	6	22	28
5.	Bikash Mainali		50	7	18	25
6.	Suman Shrestha		50	8	28	36
7.	Shiva Chapagain		50	8	28	36
8.	Bibek Ale		50	7	22	29
9.	Raju Neupane		50	7	24	31
10.	Madan Chapagain		50	7	24	31

School's Name: Chamunda Secondary School**Appendix D (VIII)**

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Dhan Maya Dhakal	50	6	24	30
2.		Sunita Magar	50	7	22	29
3.		Anita Bhatta	50	8	20	28
4.		Shila Tamang	50	6	14	20
5.	Ram Pd. Poudel		50	7	18	25
6.	Nitesh Ghale		50	7	20	27
7.	Tej Bdr. Magar		50	7	20	27
8.	Sonam Sange Sherpa		50	7	20	27
9.	Nitesh Subedi		50	7	26	33
10.	Bikash Ghale		50	7	20	27

School's Name: Kanti Bhairab Secondary School Appendix D (IX)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Kanchan Bhattarai	50	7	26	33
2.		Dhanmaya Adhikari	50	8	22	30
3.		Laxmi Maharjan	50	7	24	31
4.	Gopal Limbu		50	7	18	25
5.	Yugal Poudel		50	7	22	29
6.	Govinda Pudasaini		50	7	14	21
7.	Mahesh Shrestha		50	7	22	29
8.	Rupesh Acharya		50	8	22	30
9.	Nimesh Shrestha		50	7	18	25
10.	Ramesh Pudasaini		50	8	26	34

School's Name: Gandhi Secondary School

Appendix D (X)

S.N.	Male Students	Female Students	Full Marks	Oral	Written	Total
1.		Karuna Bhatta	50	8	26	34
2.		Anupama Magar	50	7	22	29
3.		Nirmala Maharjan	50	8	30	38
4.		Sunita Magar	50	7	22	29
5.		Binita Timsina	50	8	24	32
6.	Kiran Rai		50	7	24	31
7.	Aayush Magar		50	8	26	34
8.	Sikandar Jha		50	6	16	22
9.	Kumar Khadka		50	7	21	28
10.	Kusum Ghale		50	8	24	32