ROLE OF NEWS-CLIPS FOR EFFECTIVE LISTENING COMPREHENSION

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Gomati Awasthi

Faculty of Education

Tribhuvan University, Kirtipur

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DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

_____

Date: **Gomati Awasthi**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Gomati Awasthi** has prepared this thesis entitled **'Role of News-clips for Effective Listening Comprehension'** under my guidance and supervision.

I recommend the thesis for acceptance.

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ABSTRACT

The present study entitled 'Role of News-Clips for Effective Listening Comprehension' aims to find out the achievement in the listening comprehension by the application of News- clips. The study was carried out using both primary and secondary sources of data. For primary data the tenth grade students of a government aided secondary school were taught listening through News -clips. Altogether 40 students were selected as sample and they were taught listening on the basis of recorded News-clips. Seven recorded News-clips along with some exercises were chosen for the teaching. The sampling procedure was purposive because of availability of the students. A pre-test was administered to the selected students in the beginning. Then three progressive tests were conducted in the interval of 6 class periods of each. The test items administered for the post tests were the ones given to the pre-test. They were taught twenty periods of together. The average score of all the test items were calculated. The results of the tests were compared to find out the role of News clips for their effective listening comprehension. It was found that news-clips were more effective materials than usual classroom materials in teaching listening at secondary level. This thesis is dividend into four chapters. The first chapter consists of background, definition of language, language skills, listening skill, what does it mean to really listen? Components or aspects of listening skill, teaching listening, materials for teaching listening and role of mass media in teaching listening. The origin of action research, its definition and process have also been mentioned in this chapter. The final part of this chapter is review of the related literature, objectives and significance of the study. The second chapter deals with the sources of data, sample population, sampling procedure, research tools and procedures for data collection. This chapter also states the limitations of the study. The third chapter presents analysis and interpretations. The fourth chapter consists of the findings and recommendations based on the analysis and interpretation of data. References and appendices are attached at the end of this chapter.

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LIST OF ABBREVIATIONS

TOEFL	Test of English as a Foreign Language
IESL	International Test of English as a Second Language
L1	First Language
L2	Second Language
St	Student
P	Page
etc.	Etcetera
i.e.	That is
NELTA	Nepal English Language Teachers' Association
TU	Tribhuvan University
ELT	English Language Teaching
et al.	And other people
MO	Mark Obtained
PAR	Particularly Action Research
ESL	English as a Second Language
Ed	Edited
OUP	Oxford University Press
Co	Company
US	United States
USA	United Sates of America
Vol	Volume
CUP	Cambridge University Press

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is generally considered to be a very complex phenomenon due to its abstract nature. So complex that there are so many speculations without any universally accepted conclusion.

"A language is considered to be a system of communicating with other people using sounds, symbols and works in expressing a meaning, idea or thought".

(Retrieved from http:// www.unixl.com/ dir/education / languages/ language. Definition)

According to Sapir (1978, p. 8), "Language is purely and non-instinctive method of communicating ideas, emotion and desires by means of system of voluntarily produced symbols". In rather sociolinguistic way, Wardsaugh (1998, p. 1), defines language as "what the members of a particular society speak". The very general definition that we have is language is a voluntary vocal system of human communication' which is taken as partial meaning of language because it only includes vocal symbols used in language.

Analyzing the above definition critically, we find that the possession of language is unique to human beings only.

So, language is unique and global asset possessed by human races. Human language is usually referred to as 'natural language'. The term 'animal language' is often used for non-human language. Linguists do not consider animal language is described as 'animal communication'.

Humans are the only animals known to use the language for their daily communication. So, language is not only a species specific but also species uniform properly.

Learning language not only facilitates communication but it is also a powerful medium of acquisition of knowledge, information, attitude, skills, values and beliefs.

1.1.1 Language Skills

Language is universally accepted as the amalgamation of four different but interrelated skills; namely listening speaking, reading and writing. To say the same proposition in another way, human possess the four basic language skills of listening, speaking, reading and writing.

Language comprises of four skills: Listening, Speaking, Reading and Writing i.e. (LSRW). Listening and speaking skills are basic to language learning. The more the students listen and speak, the more they learn to communicate. Reading and writing are secondary skills which are used to express the acquired knowledge. Thus, language is such a medium through which students can communicate in order to survive in the society.

Among them, generally on the basis of priority, listening and speaking skills are primary whereas reading and writing are secondary ones.

From another perspective on the basis of reception and production view point, listening and reading skills fall under the category "receptive skills" while speaking and writing skills are "productive skills ".

However, we cannot easily separate them individually because very often, language users use a combination of skills at the same time.

1.1.2 Listening Skill

Among four language skills, listening skill is the most essential one to acquire a language naturally. It is the foremost basic skill along with the language acquisition process commences in human life. Until and unless a baby is able to listen, s/he cannot acquire even a single bit of language.

This skill is not naturally acquired, if a child is not congenitally deaf in the case of the 1st language acquisition. But as far as this skill is concerned to the foreign language teaching context, it demands enough efforts and training and if the learners fail to listen to the language, they will be unable to participate in oral mode of communication.

1.1.3 Listening Skill: Active or Passive?

Listening skill is more active and less passive one. Being active is a complex process in the sense that " listeners receive the incoming data ,an acoustic signal , and interprets it on the basis of a wide variety of linguistic and non linguistic knowledge " (Khanyia 2005).

Underwood (1989, p. 123), says listening "an activity of paying attention to and trying to get the meaning from something we hear".

Although, he says we may appear to be inactive while listening, we must actually engage in the activity of constructing a message in order to be described as a listener so, Underwood further says that listening is always an active process.

1.1.4 What does it Mean to Really Listen?

Listening is the communicative skill; almost all of us human beings use it most frequently. We probably spend more time using our listening skill than any other kinds of skills. Various studies have shown the importance of listening and pointed out that many of us spend 70 to 80 percent of our walking hour in some form of communication at that time, we spend about 9 percent in writing, 16 percent in reading, 30 percent in speaking and 45 percent in listening. So,

listening is the most used communicative skill. (Retrieved from http://extension missouri.edu/explorer/comm./cm150 htm)

Real listening is an active process that has three basic steps:

a) **Hearing:** Hearing means, listening to catch what the speaker is saying.

b) **Understanding:** This part of listening happens when we take what we have heard and understand it in our own way.

c) **Judging:** In this step after being sure, we understand what the speaker has said and we analyze it whether it makes sense or not.

1.1.5 Components/Aspects of Listening Skill

Generally, there are two aspects of listening skill, they are:

a) **Listening perception**

It specially subsumes the recognition and discrimination of speech sounds and recognition and discrimination of stress and intonation.

b) **Listening comprehension**

It is not only deducing the meaning from the stretch of language that is heard or understanding the meaning of individual words and utterances but also deducing the meaning of the discourse as a whole.

c) **Listening comprehension process**

There are mostly two important views on listening comprehension process, they are:

i) **Bottom-up process /approach:**

This approach to listening assumes that listening comprehension is a process of passing through many stages-beginning from phonemes individual words,

syntactic levels, analysis of semantic content to arriving at a literal understanding of the basic linguistic meaning.

ii) Top- down process / approach:

This approach has different views regarding listening comprehension process. It asserts that various types of knowledge are involved in listening comprehension but this approach doesn't maintain or believe in any fixed order. For comprehending listening text, different types of knowledge interact to each other that is why, it is called as ' Interactive Process'.

It is not only deducing the meaning from the words that is heard by listener but deducing the meaning of the discourse as a whole.

1.1.6 Teaching Listening

Although, foreign language has been taught formally for centuries, however listening skill has not been given great deal of attention until more recent times.

While teaching foreign language the most frequently used method is Grammar Translation Method which gives emphasis on reading and writing regarding them important skill of language.

In the past, listening was not regarded as a different skill but it was taken as model for teaching reading and writing. It was not until the late 1800s that listening was used in language instruction as a means of developing oral communication.

Francois Gouin (as cited in Rost, 1994, p. 56) of France was among the first teachers to develop oral sequences for teaching, based on observation of how children learned to use language. His 'series' include sequences such as

I walk toward the door. I walk.

I draw near to the door. I draw near.

I get to the door. I get to.

Pupils would hear these sentences, without reading them, and see demonstration of their fundamental meaning.

In this way, the focus of listening practice was principally to present language in context.

Teaching listening started to develop with the development of Direct Method in language teaching, in which oral presentation and aural comprehension emphasized. The target language was used in the classroom and the Translation Method was neglected. All new languages were taught through demonstrations, objects and pictures.

The Direct Method was adopted for teaching all four skills of language.

So, with the development of different methods and techniques of language teaching listening has been started.

i) Importance of Teaching Listening in Language Teaching

It is now widely accepted that teaching listening plays an important role in language teaching.

The importance of teaching listening are as follows:

a) Listening is vital in the language classroom because it provides input for the learners. Learning cannot begin without understandable input at the right level.

b) Spoken language provides a means of interaction for the learner. Since learners must interact to achieve understanding, access to speaker of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle to interaction and learning.

c) Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by negative speakers.

d) Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

In addition to creating the right condition for language development, listening can also provide enjoyment and stimulate cultural interest, participation in the target culture (via movies, radio, TV, songs, plays), appreciation of the beauty of the language (figures of speech, sayings and colloquial expressions) and fulfillment of social needs (development of relationships, confidence, and gathering information for everyday survival needs).

1.1.7 Materials for Teaching Listening

Being an active and receptive skill, various types of materials can be used for teaching listening, for example, recorded materials, live materials, audio materials etc. There are various ways of using these materials for effective listening comprehension. It also depends on the individual strategy of the learner, how he/she uses these materials for effective listening comprehension. Materials for listening can be obtained from a number of sources, for example, radio broadcast, English language broadcast online, news on T.V or radio. Students can also have their own copies of course book, CD or tapes or recordings.

For teaching listening different types of materials can be used for each item or material there is choice between 'authentic' and 'prepared' input. This is a critical choice in the teaching of listening. Many prefer prepared materials-with controlled vocabulary, usage and speed in order to allow learners to comprehend more easily.

Others prefer authentic material, arguing that it is better to acquaint learners at all levels with the real thing: Teachers using authentic materials often simplify the task or activities that learners do rather than input simulated materials can keep many authentic features, but use shorter presentation or more structural

topics. At the same time, teachers can use pre-listening materials to help prepare the learners for difficult input, and can use written or visual materials to help the learners understand the input more completely.

In this way, listening comprehension of the students can be developed using different materials.

1.1.8 Role of Mass Media in Teaching Listening

Mass media plays an important role in the development of language teaching and learning.

From the beginning, mass media output was governed by a philosophy that it should provide a public service. But this philosophy of mass media started to change gradually and now it is believed that mass media should provide a service of information, education and entertainment, without direct intervention of government and commerce. Now, the view towards mass media is that the broadcasting of classical music, plays and discussion should educate the viewing public.

Although audience, readers are regarded as active rather than passive the mass media should develop the viewers' listening skill.

Thompson (1999) highlights two important features of media production. First, it is a technical medium and so we cannot interact with it or interject in the same way that we do in two ways flow communication such as face to face conversation. Secondly, it is monological or mass communication which means that it is not directed at specific individuals but is produced for an unlimited number of people. The media is very powerful way of increasing the language skill of people or its audience.

Nowadays, people spend a lot of time with watching television, listening to radio and reading newspapers. These activities related to media are helping

people to develop their speaking and listening ability. Even an illiterate person can also develop his or her listening and speaking ability with the help of media.

We know that, when foreign or second language was started to teach, at that time listening skill was not given the priority. It was taken as secondary skill of

language. Gradually the concept has been changed and listening is taken as primary skill of language.

Nowadays, listening is taught in schools and common materials used to teach listening are cassette players, TV news, films etc. In this way, while teaching listening, all the materials related to mass media are used. So, mass media has an important role in teaching listening.

1.1.9 News-clips for Effective Listening Comprehension

As we know, there are various materials that can be used to develop the listening skills of the learner and news-clips are one of them. News-clips function as authentic, live recorded materials for effective listening comprehension.

It is seen that, most of the schools in our country have been using book exercises as listening text which is the monotonous activity for the students.

If news clips are used for teaching listening that can be the new materials to develop the listening skill of the learners.

Use of the news-clips for teaching listening helps students to increase their vocabulary as well as they enjoy it.

In another way, we can say that teaching listening through news-clips can be new method of teaching listening.

1.1.10 Scoring Written Works

The scoring of students' written contribution is really a tough job to accomplish perfectly. (Hughes, 1995, p. 86) gives the two process of scoring that can be either holistic or analytic.

a) Holistic scoring

Holistic scoring (often referred to as "impressionistic" scoring) involves the assignment of single score to a piece of writing on the basis of an overall of it.

This kind of scoring has the advantage of being very rapid. Experienced scorers can judge a one-page of writing in just a couple of minutes or even less (scorers of the new TOEFL Test of writing English will apparently have just one and a half minutes for each scoring of a composition). This means that it is possible for each piece of work to be scored more than once, which is fortunate, since it is also necessary. Harris (1968, p. 167), refers to research in which, when each students wrote one 20-minute composition, scored only once, the reliability coefficient was only 0.25. If well conceived and well organized holistic scoring in which each student's work is scored by four different trained scorers can result in high scorer reliability. There is nothing magical about the number ' four '; it is simply that research has quite consistently shown acceptably high scorer reliability when writing is scored for four times.

A reservation was expressed above about the need for such scoring to be well conceived. Not every scoring system will give equal results. The system has to be appropriate to the level of the candidates and the purpose of the test. The following scoring system was used in Columbia University, New York in 1995.

NS Native speaker standard

NS - Close to native speaker standard

MA Clearly more than adequate

MA- Possibly more than adequate

A   ADEQUATE FOR STUDY AT THIS UNIVERSITY

D   Doubtful

NA   Clearly not adequate

FBA Far below adequacy

The British Council's ELTS test is also an example of holistic scoring.

b) Analytic scoring

Methods of scoring require a separate score for each of a number of aspects of a task are said to be analytic. The following scale, devised by John Anderson, is based on an oral ability scale as cited in Harris (1968, p. 178).

i) Grammar

_6. Few (if any) noticeable errors of grammar or word order.

_5. Some errors of grammar or words order which do not, however, interfere with comprehensions.

_4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehensions.

_3. Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.

_2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

_1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

ii) Vocabulary

_6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of education native writer.

_5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.

_4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

_3. Limited vocabulary and frequent errors clearly hinder expression of ideas.

_2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.

_1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

iii) Mechanics

_6. Few (if any) noticeable lapses in punctuation or spelling.

_5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

_4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.

_3. Frequent errors in spelling or punctuation; leads sometimes to obscurity.

_2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.

_1.   Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

iv) Fluency (style and ease of communication)

_6. Choice of structure and vocabulary consistently appropriate; like that of educated.

_5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.

_4. 'Patchy', with some structures of vocabulary items noticeably inappropriate to general style.

_3. Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.

_2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.

_1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible.

V) Form (organization)

_6. Highly organized; clear progression of ides well linked; like educated native writer.

_5. Material well organized; links could occasionally be clearer but communication not impaired.

_4. Some lack of organization; re-reading required for clarification of ideas.

_3. Little or no attempts at connectivity, though reader can deduce some organization.

_2. Individual ideas may be clear, but very difficult to deduce connection between them.

_1. Lack of organization so severe that communications seriously impaired.

Score: gramm:_+Voc:_+Mech:_+Form:_=_

The choices between holistic and analytic scoring depends in part on the purpose of the testing. If diagnostic information is required, then analytic scoring is essential. The choice also depends on the circumstances of scoring. If it is carried out by a small, well-knit group at a single site, then holistic scoring, which is likely to be more economical of time, may be the most appropriate. But if scoring is being conducted by a heterogeneous, possibly less well trained group, or in a number of different places (the British Council ELTS test, for instance, is scored at a large number of test centers), analytic scoring is probably called for. Whichever is used, high accuracy is sought, and multiple scoring is desirable.

It should go without saying that the rating system presented in this chapter is meant to serve only as examples. Testers will almost certainly need to adapt them for us in their own situation.

In my research work I used both kinds of scoring systems according to the nature of the written works of students.

1.1.11 Origin of Action Research

The concept of action research is historically credited to the movement in Educational Sciences and a variety of other social reform initiatives in as early as the late nineteenth century. It also grew out of the other ventures of progressive educators, such as John Dewey, in the early part of the twentieth century to dispute the orthodoxy of the scientific research methods current in the field of education (Burns, 1999, p. 26). His main drive to attempt suggesting a new viewpoint was to elucidate the approaches to research and to include in research processes those directly involved in the practices of education. Dewey's notions in research were innovative to confront common educational problems by inviting researchers, practitioners and others agencies in the educational community to address their efforts toward educational enquiry collectively. Dewey's propositions for educational research are captured in the following statement:

The answer is that (1) educational practices provide the data, the subject matter, which form the problems of enquiry… These educational practices are also (2) the final text of value and test the worth of scientific result. They may be scientific in some other field, but not in education until they serve educational purposes and whether they really serve educational purposes can be found out only in practice. (Dewey 1929, as cited in Hodgkinson 1957, p. 138)

Dewey's ideas on progressive education were extremely influential in educational research. In the 1940's, an important contribution to Dewey's

ideas on action research came from Kurt Lewin, who was not an educator, but a social psychologist. Lewin (1946, p. 87) proposed a mode of inquiry that comprised action cycles including analysis, fact-finding, conceptualization, planning, implementation and evaluation. He suggested that the urge to carry out an inquiry should stem from and reside in the problems of a specific social group, and investigation should be done by the participants of this group only. Lewin's own research revealed that in order to achieve this type of an inquiry, there is the need for support and training of participants in the development of new skills:

We should consider action research and training as a triangle that should be kept together for the sake of any of its corners. (Lewin, 1946, p. 42).

Lewin's ideas, which were originally on studying 'minority problems', were extended to industrial training by a former student of Lewin's, Ronald Lippitt. In the early 1950's, Lewin's and Lippitt's ideas were adopted and applied to the educational arena by Stephen Core, Dean of Teachers College, Columbia University. He encouraged teachers, principals, and supervisors to use action research to improve their own practices (McLean, 1995, p. 4). Besides this, Corey's writings were on justifying action research as a methodology and he mainly focused on the technical procedures of it. Other accounts of action research by advocates such as Taba and Noel (1957) followed a rationalized six-step procedure, which are: identifying problems, analysis of problems, formulating ideas or hypotheses, gathering and interpreting data, implementation-action, and evaluating the results of action (12).

The popularity of action research led to the scrutiny of its scientific establishment and it was criticized as a less rigorous, small-scale version of experimental research, rather than as an alternative for practitioners. In the face of this criticism, its popularity declined in the late 1950's and early 1960's. However, as McTaggart (1991) points out, ironically, an understanding of the need for action research in other countries emerged from its decline in the

United States. Therefore, in the 1970's, through the work of Lawrence Stenhouse and his successors, John Elliott and Clem Adelman, interest in action research manifested itself distinctively in the British educational context. In Stenhouse's influential work, An Introduction to Curriculum Research and Development (1975), he reflected the action research undertaken by teachers as a key component in the testability of curriculum concepts as he expressed as follows:

> The crucial points is that the proposal is not to be regarded as an unqualified recommendation but rather as a provisional specification claiming no more than to be worth putting to the test in practice. Such proposals claim to be intelligent rather than correct (142).

Today, the prevailing idea is that action research should be employed for various purposes: for school-based curriculum development, as a professional development strategy, in pre-service and graduate courses in education, and in planning systems and policy development. Many scholars (i.e., Holly, 1990; Lieberman, 1988; Oja & Smulyan, 1989; McLean, 1995) advocate an action research approach for school restructuring. Therefore, the expansion of action research as a domain is increasing day by day with the applications in different areas and their easily witnessed and experienced contributions to teaching in particular.

1.1.12 Defining Action Research

Action Research is a transformative means of responding to the changing profiles of the classes and developing new teaching strategies and approaches to meet the student's heterogeneous needs. Burns (1999) defines action research as " the approach is only action research when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of individual group member" (as cited in Gwahiwar, 2009, p. 31) This research has been defined in a number of ways.

The three defining characteristics of action research are that it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers; secondly this is collaborative; and thirdly that it aims at changing things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice. Kemmis and MacTaggart (1982) say "action research is a group activity" (as cited in Nunan, 1993, p.17). A piece of descriptive research carried out by teacher in his/ her classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon of the investigation would not be considered by these commentators to be action research for Kemmi and Mc taggari the essence of impetus for carrying out action research is to change the system.

Cohen and Manion (1985) offer a similar set of characteristics. They argue that action research is first and foremost situational, being concerned with the identification and solution of problems in specific context (as cited in Nunan 1993, p. 18). They also identify collaboration is an important feature of this type of research, and state that the aim of action research is to improve the current state of affairs with in the educational context in which the research is being carried out, Putting different opinion, Nunan (ibid) does not seem to believe that the high desire of collaboration by previous writers should be seen as defining characteristics of action research.

Many teachers who are interested in exploring process of teaching and learning in their own context are either unable, for practical reasons or unwilling, for personal reasons to do collaborative research. The work that such people carry out should not necessarily be excluded as action research. He also disputes the claim that action research must necessarily be concerned with change. A descriptive case study of particular classroom, group of learners, or even a single learner count as action research if it is initiated relation and is carried out

by a practioner investigating aspects of his/ her own context and situations. This said, he knows of few such studies which have not resulted in change of some sort (Nunan, 1993, p. 8).

Thus action research is a process in which the participants critically examine their own activities, finds facts in relation to success and failure, reflect on the identified problems, plan to resolve them, take action again evaluate the action and deduce the conclusion on the whole process.

The basic features of action research can be put as follows:

i) Action research is led by inductive approach

ii) It is a research in action

iii) It focuses on small group professional practices but not on producing general statements in which reflection cycle is facilitated.

iv) It embodies informational reflection through structure reflection.

v) It is critical and collaborative

vi) Reflection practioners are accountable in making the results of their inquiry

vii) Self evaluation in their practice

viii) Participation, problem solving and continuing.

1.1.13 Tools Used in Action Research

To conduct the action research, the teacher-researcher can use any of the following tools.

a) Time-on-task: After the conducting of an action, the teacher researcher can provide the students with test items related to the action, and the scores on the test then calculated and analyzed.

b) Checklist: It is prepared by the teacher to record the observed events.

c) Individual file: The individual file for each student's progress can be kept on which reflection and analysis occur.

1.1.14 Process of Action Research

The process of action research has been recommended in a number of ways. One of them includes reflection, exploring, finding problems, plan the interventions, research, analysis, act and review. Apart from these steps, other scholars have suggested an experience following set of steps to be used in action research:

a) The figure 2 shows that the action research can be carried out following 5 steps. These steps are more common ones to be used in action research.

Figure No. 2

The Flow Chart Displaying the Process of an Action Research
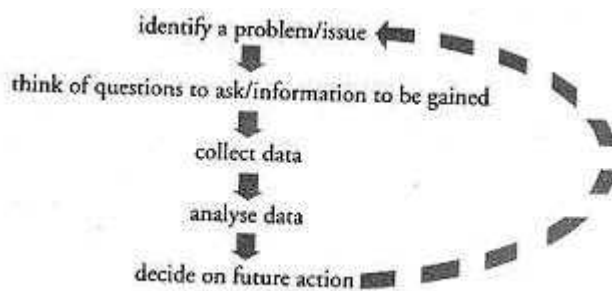
(Harmer, 2001, p. 26)

b) According to Riding et al. (1995, p. 65), the action research begins with observation and continues up to the completion of various cycles until and unless the conclusion is driven. Each cycle in action research has the step called 'plan' which determines the transition of action from one cycle to another as indicated in the following figure.

Figure No. 3

The Process of Action Research
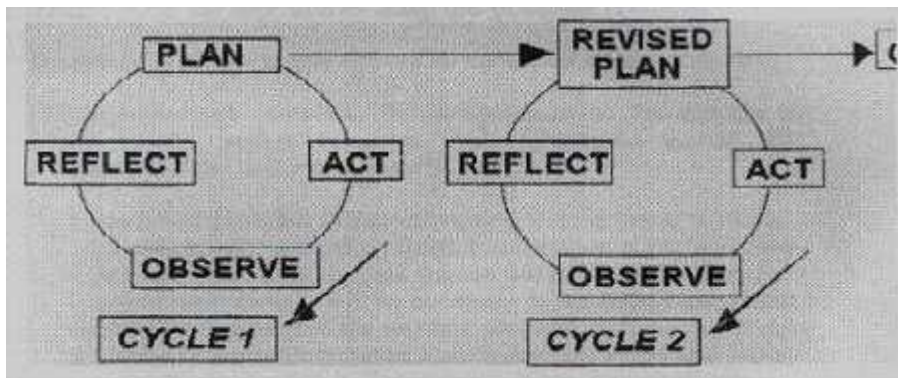
(Gwahiwar, 2009, p. 34)

c) Similarly, Nunan (1993, p. 19) speaks of the process of the action research in terms of 7 steps, which are additionally termed as steps in the action research cycle. They are as follows:

Step 1. Initiation: The researcher comes with a problem.

Step 2. Preliminary Investigation: the researcher collects the baseline data through tests and observation.

Step 3. Hypothesis: After reviewing the initial data, the researcher forms the hypothesis.

Step 4. Intervention: The researcher devises a number of strategies for encountering the problem appeared.

Step 5. Evaluation: After several weeks, the researcher records the progress in students' intended behavior.

Step 6. Dissemination: The teacher-researcher runs a workshop for colleagues and presents a paper at language conference.

Step 7. Follow-up: The teacher investigates alternative methods to solve the problem in question.

After having a short survey on the definition, processes and tools of action research, we can say that action research is teacher research that is conducted to resolve the problems in teaching learning process introducing new or existing techniques, teaching aids and methods, and so on in a particular situation. The selection of tools depends on who participated in the research.

In case of my present study, I used the process recommended by Burns (1999, p. 59). Burns (ibid) speaks of 5 steps in action research; exploring, identifying, planning, collecting data (analyzing, hypothesizing, intervention), observing (reflect back to collect data), and reporting to team (writing presentation). Out of these steps, my study did not use the fifth step as it was, rather in a modified way. My fifth step was writing and submitting to the guide and concerned department. Regarding tools, I mainly used pre-test, post-test and progressive test for collecting data.

1.2 Review of Related Literature

A number of research studies have been carried out in the Department of English Education T.U. on Listening Comprehension, some of them are as follows:

Aryal (2001) conducted a research to find out the listening proficiency of grade ten students of public schools. It was found that no significant difference was seen in the performance of students between seen text and unseen text.

Chapagain (2005) carried out a research on "Proficiency in Listening Comprehension of Grade 9 Students" to find out the proficiency in listening comprehension. The finding of the study showed that the Grade Nine is below

the level generally accepted by most of the academic institutions in English speaking countries.

Neupane (2005) conducted a research to find out listening comprehension ability of the secondary level student. The researcher came with conclusion that the listening comprehension of the secondary level students is good.

Adhikari (2005) carried out a research to find out the listening comprehension proficiency of the students of Grade Nine. The study revealed that the students of Grade Nine are found to be good in their listening comprehension.

Khadka (2006) conducted another research to find out the proficiency in listening comprehension of Bachelor level third year student on the basis of TOFEL standard findings.

Though there have several researches on the listening proficiency of the students, but no researches based on the news clips have been done in our Department. Hence, the present research aims at finding the effectiveness of news-clips in listening comprehension.

1.3 Objective of the Study

The study was carried out with the following objectives:

    i) To find out the role of news-clips in listening comprehension.

    ii) To suggest some pedagogical implications.

1.3 Significance of the Study

The finding of this study are expected to be beneficial to all those who are eagerly motivated towards language teaching and learning in general, and more specifically , to the teachers, students, subjects experts, syllabus designers, text book writers , materials producers and all those directly or indirectly associated to teaching / learning language.

As the study provides information on using news-clips in teaching listening comprehension, it will indeed encourage the English language teachers to use news-clips in teaching listening comprehension. It will encourage syllabus designer to design English language syllabus introducing the technique of using news-clips. Text-book writers will also be equally benefitted while devising the materials for listening comprehension. It will hopefully be helpful for the researchers who want to carry out further research on this area.

CHAPTER-TWO

METHODOLOGY

I adopted the following methodology to carry out this research.

2.1 Sources of Data

In order to conduct this research study, I used both primary and secondary sources of data.

2.1.1 Primary Sources of Data

For this study, the primary sources of data were the scores obtained from pre-progressive post-test of 10th grade students of Vaishnavi Secondary School.

2.1.2 Secondary Sources of Data

For the theoretical backup of the study, I consulted Underwood (1989), Nunan (1992), Rost (1994), Buck (2001), Reah (2002), Marshall et al. (2002), Ur, (2010) and related research works to my study. I also used news, articles and other types of researches related to the present topic.

2.2 Population of the Study

The population of my study was the students of Grade 10 of the government-aided school of Kirtipur.

2.3 Sample Population

The sample population of the study was 40 students of Grade Ten of Vaishnavi Secondary School.

2.4 Sampling Procedure

The students of Grade Ten of Vaishanavi Secondary School were selected by using purposive sampling.

2.5 Tools for Data Collection

The tools that I used to collect data included pre-test, progressive test and post-test. The pre-test and post-test consisted of the same items whereas progressive text consisted of the test items in relation to how the lessons went on.

2.6 Process of Data Collection

Data were collected by using pre-test, progressive test and post-test. I collected the data from primary sources by adopting the following steps.

a) At first, I visited the selected school and talked to the authority to carry out my research and explained the purpose and process of my research.

b) I met students and told them the purpose of my research and the benefit they may get from it.

c) I fixed the time to run an extra-class and asked the students to be present at school on time.

d) For their initial observation, I played recorded news-clips and let them listen to it and answer the questions based on it

e) Then, I administered pre-test and kept the record of their discussion.

f) After analyzing the score of the students on the pre-test, I started teaching the speaking items inductively by using the lesson plans.

g) I administered the progressive test in the interval of four lessons.

h) After teaching them for 20 days, I administered a post-test.

i) Finally, I analyzed the individual scores obtained on the pre-test, progressive test and post-test items.

2.7 Limitations of the Study

This study had the following limitations:

a) The study was limited to a government-aided school of Kathmandu district namely Vaishanavi Secondary School.

b) The study was confined to only Grade Ten students.

c) Primary data for this study were collected only by administering pre-test, progressive test and post-test.

d) Seven types of recorded news-clips particularly teaching following topics, new vocabularies, sentence formation, recognizing people, asking questions and answering it in group and weather report along with some exercises were taught and their respective listening texts were administered in the study.

e) The study was limited to only the classroom situation of Vaishanavi Secondary School situated in Kirtipur, Kathmandu.

CHAPTER-THREE
ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of data collection from the primary sources. The main aim of the study was to find out the role of the news-clips in effective listening comprehension of the students of grade ten of a government aided school of Kathmandu. For this purpose I tabulated and analyzed the data in the following order.

a) Analysis and interpretation of classroom teaching

b) Analysis of individual test scores obtained through pre-test, three progressive tests and post-test.

3.1 Analysis and Interpretation of Classroom Teaching

In this section, I will present analysis and interpretation of data based on classroom teaching I taught listening through news-clips for 20 days. The news-clips for developing listening skill were selected from radio Nepal & Nepal television.

3.1.1 New Vocabularies

The topic took single lesson to be completed.

(i) Presentation

As I entered the classroom, I started teaching the class with vocabulary game. I divided the class into two groups. Then I divided the words, cards and cards with the meaning into two different parts. First group was given the word cards and second group was given the cards with meaning. One of the students was asked to come in front and write the word on the board, and then one of the students from second group was also asked to come in front and write the meaning of that word on the board. I asked each student from both groups to come in front and write the words and their meanings on the board. During this

period my role was just as facilitator to help them say the correct meanings of the correct words.

Then I played the recorded news-clips and asked students to listen carefully. I played it for three times and asked them to write the correct meanings of the words after listening it.

(ii) Analysis and Reflection

Teaching new vocabularies through recorded news-clips was really very interesting. First they got confused while listening to the news-clips and they wrote the wrong meanings of the words. It is because of the lack of listening but while listening for third time they gave the right answers. I suggested them to make their own sentences by using the words.

3.1.2 Sentence Formation

This exercise was dealt with in just a single lesson

(i)   Presentation

As I entered the classroom I wrote some words on the board and asked students, "Can you write the meanings of the words within five minutes?" Then I asked them to listen to the news-clips and write the meanings of the words after listening it. I played the news-clips for three times. After writing the meanings of the words I asked them to make the sentences using these words.

(ii)   Analysis and Reflection

To write the meanings of the words before listening to the news-clips they got confused and some students tried some words but some of them just wrote the words in their copy not their meanings. But after listening the news-clips for three times they wrote the meanings of the words and make their own sentences using the words.

3.1.3 Sentence Completion

The topic also took a single lesson to be completed

(1)   Presentation

As soon as I entered into the class I wrote some new words with their meaning. Then I wrote some incomplete sentences on the board before playing news-clips. I asked them to listen to the news-clips and complete the sentences.

(i)   ……………………. Jhal Nath Khanal has laid the foundation stone for the construction upper Tamakoshi Hydropower project,.

(ii)   The project will be …………………… hydropower plant.

(iii)   Completion of the hydropower project is the ……………………….. of the nation

(iv)   Chief Secretary …………………….was present at today's meeting of the committee.

(ii) Analysis and Reflection

 This time I played news-clips just twice. They completed all the incomplete sentences within ten minutes without asking each other. And they completed every sentence correctly.

3.1.4 Recognizing People

It was also a single day lesson.

(i)   Presentation

This time I entered the classroom with a chart on which I wrote the following words.

Dr. Ram Baran Yadav	President of Terai Madhesh Loktantrik Party
Ram Chandra Paudel	Chairman of CPN (Maoist)
Puspa Kamal Dahal	Congress Leader
Mahanta Thakur	President of Nepal

Then I asked students to listen to the news-clips and write the person's name and their position in their copy. Then I played news-clips & asked them to listen carefully. After that I gave them an example to facilitate them.

Dr. Ram Baran Yadav- President of Nepal

(ii) Analysis and Reflection

This time also I played tape-recorder for two times. It seemed that they could understand after listening only two times. They were so interested listening to this portion of news and they matched every item correctly.

3.1.5 Exercising on News-developing

(a) The First Day

(i) Presentation

After warming up the students I played news in cassette player and asked them to listen the news carefully and after listening the news I again asked them to

write the sentences which they had listened. For the day, I did not ask them to write the whole news that they have listened.

I played the news for three times and I asked them to write the sentences that they had listened in the news. On the day I just asked them to read the sentences that they had written after listening to the news. Then I asked each student to read the sentences that s/he had written after listening to the news.

(b) The Second Day

For the second day, I again played the same news item and asked them to listen it carefully. This time also I played it for three times. After listening to the news I asked them to write the news again in their own words. To facilitate them I wrote some of the clues form the news on the board.

Mahendra Raimajhi is with the news.

Prime Minister Jhala Nath Khanal has laid the foundation stone for the construction of upper Tamakoshi Hydropower Project.

Vice-chairman of the Unified CPN Maoist Narayan Kaji Shrestha has said that the condition on army integration modality forward by the Nepali Congress will not be acceptable.

(ii) Analysis and Reflection

After the two day's continuous effort on developing news on their own words, I found satisfactory result in total, 30 students among 40 could do really well in developing news on their own words after listening to it. And remaining 10 were progressing in a slow pace and since news summarizing itself is a technical job most of the students could not show the desired performance. I convinced them not to worry because their practice was very good but the habit of listening news was lacking. So, I suggested them to make the habit of listening to the news regularly.

3.1.6 Asking Questions and Answering it in Group

(a) The First Day

(i) Presentation

As I entered into the class, I wrote some of the difficult words on the board with their meaning. After that, I asked them to listen the news-clips carefully I played the news-clips for the three times.

Then I wrote some of the questions with their answer on the board.

1. Who is Jhalnath Khanal?

   Ans: Jhalnath Khanal is the Prime Minister of Nepal.

2. What is the full form of the form UNMIN?

   Ans: The full form of the term UNMIN is United Nation Mission in Nepal.

3. Who is Puspa Kamal Dahal?

   Ans: Puspa Kamal Dahal is the chairman of unified CPN (Maoist)

(b) The Second Day

For the second day, as I entered into the class I divided the class into two groups and asked them to listen the news-clips carefully and make their own questions from the news.

After it I asked group 'A' to ask questions to group 'B' and Group 'B' was asked to ask the questions to group 'A'. In this way, I asked them to work in group during the class I worked as a facilitator for the students.

(iii)Analysis and Reflection

After listening to the same news-clips for two days, students performed better this time. They actively participated in group work and their listening comprehension was increasing day by day.

3.1.7 Weather Report

(1) Presentation

I entered the class with the recorded news-clips of 'weather forecast' from radio Nepal 8 pm English news. First of all, I wrote the difficult vocabularies and their meaning on the board. Then I asked the students to make their own sentences using the words given on the board. After that I wrote some questions on the board and asked them to write the answers of the questions after listening to the news-clips.

(1)   The maximum temperature of Kathmandu is ………….

(2)   The minimum temperature of Kathmandu is …………..

(3)   Which city is partly cloudy?

(4)   Make your own sentences using the following words.

     a:- partly

     b:- cloudy

(2) Analysis and Reflection

This time the students really performed well. All students participated actively in listening news-clips and they answered every question in a very active way.

3.2 Analysis and Interpretation of the Data Obtained Through Test Results

This section comprises the analysis of the score of the students on the progressive tests, pre-test and post-test.

3.2.1 Analysis and Interpretation of the Test Scores

Under this heading the data obtained from have been analyzed and interpreted.

3.2.2 Comparative Analysis of the Pre-test and Post-test Scores

Before I began action research using news-clips, I administered a set of test items i.e. pretest and at the end the same test was administered to the selected students i.e. post-test. The comparative analysis of the pre-test and post-test is given below in Table No 1.

Table No. 1

Comparative Analysis of the Pre-test and Post-test Scores

Test	No. of Students	Total	Obtained Marks	Percentage	Average Scores
Pre-test	40	400	233	58.25	5.28
Post-test	40	400	357.5	89.37	8.93

The above table shows that the total obtained score of pre-test was 233, i.e. 58.25% and the total obtained score of the post-test was 357.5 that is 89.37%. The average score of the pre-test was 5.82 and the average score of the post-test was 8.93. The average score in post-test is increased by 3.11 than that of the pre-test.

So, this table shows the rapid progress of the students made with respect to their initial proficiency in listening.

The increment in the average score is the result of the news-clips used while teaching listening comprehension. Therefore, it can be claimed that news-clips play an effective role while teaching listening comprehension.

3.2.3 Individual Scores on Pre-test

The following table presents the individual scores on pre-test.

Table No. 2

Individual Scores on Pre-test

M.O.(Out of 10)	No. of Students	Percentage
7	5	12.5%
6.5	7	17.5%
6	8	20%
5.5	9	22.5%
5	11	27.5%
Total	Average scores=5.82	100%

The table shows that the students came up with scores at varying range. Out of 40 students, 5 scored 7 out of 10, whereas seven scored 6.5, 5 is the least score scored by 11 students. The average score is 5.82.

3.2.4 First Progressive Test

The following table presents the individual scores on progressive test.

Table No. 3

Individual Scores on First Progressive Test

M.O.(Out of 10)	No. of students	Percentage
9	8	20%
8.5	7	17.5%
7.5	8	20%
7	7	17.5%
6	3	7.5%
5	4	10%
4.5	3	7.5%
Total	Average scores=7.3	100%

The table shows that 8 students obtained 9 marks out of 10, which is the highest marks, and the least score was 4.5 obtained by 3 students. 23 students scored above average score.

The highest score in the pre-test was 7 and five students scored it, but the highest score of first progressive test was 9 and eight students scored it. Students seem to have progressed a lot in case of listening news clips.

3.2.5   Second Progressive Test

The following table presents the individual scores on second progressive test.

Table No. 4

Individual Scores in Second Progressive Test

M.O.(Out of 10)	No. of Students	Percentage
9	10	25%
8	12	30%
7	7	17.5%
6	6	15%
5.5	3	7.5%
4	2	5%
Total	40	100%

Average score=7.388

As above table shows that ten students scored the highest marks 9 out of 10 as full marks. The least marks was 4 obtained by 2 students. Since, in first progressive test, all items of objective test were presented and the news-clips were divided into two parts, eight students scored highest marks and 20% students had scored above average score. But in the second progressive test single items and fill in the blanks were presented and news-clips were not divided into two parts and students scored good marks.

3.2.5 Third Progressive Test

After the completion of second progressive test, I conducted the third progressive test and asked to listen to the recorded news-clips, and to solve the objective test items like true and false and make the sentences. The students secured the following scores presented in the table.

Table No. 5

Individual Scores on the Third Progressive Test

M.O.(Out of 10)	No. of students	Percentage
9.5	15	37.5
8.5	13	32.5
7.5	10	25
7	2	5
Total	40	100%

Average score:- 8.5

In the third progressive test, 15 students scored highest mark 9.5 out of 10, 7was the lowest mark which was scored by 2 students. Above table shows that the students performed better than other two tests. It means students have progressed a lot in listening comprehensive this time.

3.2.6 Post-test

Finally, before finishing my experimental teaching I administrated the post-test. The scores of the students were recorded as follows:-

Table No. 6

Individual Scores on the Post -test

M.O.(Out of 10)	No. of Students	Percentage
9.5	20	50%
8.5	15	37.5%

8	5	12.5%
Total	40	100%

Average score =8.93

In the post-test, 9.5 is the highest score out of 10 obtained by 50% of the students and 8.5 out of 10 obtained by 15 students. 8 out of 10 is the lowest score secured by 12.5% of the students. In comparison to pre-test scores, post-test scores show remarkable progress of students in listening comprehension.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

The present study was conducted to find out the role of the news-clips for effective listening comprehension at a secondary (Grade Ten) English classroom. In order to fulfill the objectives an experimental study was carried out.

The students were habituated to listen to the news-clips silently and do the exercise based on the news-clips. Before I started the experimental teaching through news-clips, I had doubt of its usefulness particularly in teaching listening on the other hand and to maintain the discipline on the students while playing the news-clips on the other.

However, from the day I first entered the classroom with my lesson plan that required students to work co-operatively in group and pairs, it started working well. The class was heterogeneous with varying degree of proficiency level, the effectiveness was satisfactory. The students were curious to learn more. The analysis of the score on a pre-test, progressive test and post-test mentioned above supports my experiences as well.

4.1 Findings

4.1.1 Findings from the Progressive Test Scores

a) Three progressive tests showed better progress in result of the students, however in first progressive test students could not do better than the second and third. Eight students secured highest marks in first progressive test whereas in second progressive test 10 students secured highest marks nine out of 10. It might be so because listening to news-clips and answer the questions based on them was the technique used for the first time in teaching listening in grade ten.

b) Nearly 25% and 37.5 of the students scored the highest marks in second progressive test and third progressive test respectively. But in first progressive test 20% of the students scored the highest marks. It is because they found it very new.

4.1.2 Findings from the Pre-test and Post-test Scores

The findings of the pre-test and post-test can be summed up with the help of the following points.

a) No student secured 9.5 out of 10 in pre-test whereas in post-test 20 students secured 9.5 out of 10.

b) The average score in pre-test was 5.82 whereas the average score in post-test was 8.93,

c) 12 students secured above the average score in pre-test but in post-test 35 students secured above the average score.

d) The lowest score was five in pre-test whereas the lowest score was 8 in post-test.

From the above findings, it is concluded that students have progressed a lot in post-test in comparison to pre-test. In another way, their listening comprehension has been developed rapidly from pre-test to post-test.

So, the gradual increment in the marks they have obtained is the successful application of news-clips in listening comprehension.

4.2 Recommendations

The following pedagogical implications can be traced out from the findings of this study.

a) Listening through news-clips not only develops listening comprehension it also entertains students while they listen. So, for effective listening comprehension listening should be done through news-clips.

b) Progressive tests give feedback to the students so, it is better to assign progressive tests after teaching each unit.

c) Vocabulary should be taught before listening to the text so, that students can understand the text clearly.

d) News-clips related to current affairs should be recorded so, that student can show interest in it.

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