

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is the most powerful and unique weapon with which one conveys his/her message along with thoughts, feelings, emotions, fears, pleasures, opinions, desires, joys, views, sorrows etc to others. This unique possession of human being differentiates them from other animals. Language is a major tool of communication. Most of the people in the world use language in a spoken form in daily lives and face to face as a chief means of communication and the written forms of language supports us to record the events and actions and enables us to pass on our history across generations. Thus, language is known as one of the greatest achievements of mankind.

Jespersen (1954, p.7) states:

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

Language, therefore, can not be defined in a single word and sentence. It does not remain fixed and constant as so many factors as social, political, economic, cultural ... etc. influence language a lot in its use, expansion and existence.

English is one of the international languages and it is learnt for some specific purpose, mostly to communicate with the foreigners in Nepal. It is taught as a school subject though it is seldom used in communication from the beginning up to the advanced level. It has colonized the whole world with its increasing modern technologies and is taught and learnt as a foreign language in many countries. It is also used for establishing diplomatic relation with most of the

countries in the world by some well known international organizations as United Nations (UN), European Union (EU), South Asian Association for Regional Co-operation (SAARC) and World Health Organization (WHO) etc. Harmer (2008, p.415) says, "By the end of 20th century English was already well on its way to becoming a genuine Lingua Franca, that is a language used widely for communication between people who do not share the same first language."

The above statement clears that English language has come a long way since it was already becoming a Lingua-Franca towards the end of the 20th century and is ever expanding with the development of science and technologies. The electronic devices of scientific discoveries as computer, TV, mobiles, internet, fax, website, e-mail etc. are found in the medium of English language and it is difficult to handle and operate the above devices without knowing English.

Therefore, teaching and learning of English is a must to enable the Nepalese students to communicate orally with the other people out of Nepal in one hand and to enable them to handle and operate the above mentioned electronic devices for communications with those foreigners on the other.

1.1.1 Language Skills

It is universally accepted that language skills consist of four different but interrelated skills; listening, speaking, reading and writing. Out of these four integrated skills, listening occurs first. One can speak when s/he listens to the other in a sufficient amount. A child develops his / her speaking skill only after s/he is exposed to an adequate amount of listening environment and later on speaking, reading and writing skills are developed. Students receive a lot of information on various subjects through their different senses as looking, listening, feeling or touching and tasting, etc. Listening and reading skills that help in increasing learners' knowledge were totally known as receptive skills in the past. But nowadays these skills are also known as productive skills as the other skills speaking and writing in the sense that the participants read some books or listen to somebody and make notes, reports, debates, discussions, analyze or

summarize and conclude on the basis of their reading and listening. While in writing and speaking, the students should deliver and pass lots of information to others. They have to create and product ideas and should know the ways of delivering the information sensibly, contextually and purposefully. So, only the reading and writing abilities of the students were emphasized in our curriculum in the past and the rest of the skills; listening and speaking were totally neglected. But in reality no any skills exist in the absence of listening and speaking skills and all of the four language skills have been thought as productive skills as there indirectly lie speaking and writing skills in listening and reading .

Therefore, all the four skills of the language should carefully and equally be paid attention and should be used to perform as many commutative tasks as possible. So, a test writer should concentrate the ability to use language for real life communication. Questions for testing oral ability; polite requests, instructions, suggestions and advices and responding to interviews... etc would be preferred. For testing writing; ability questions that require students to write letters, reports, news story ...etc would be used. Like wise for testing reading and listening; those activities which the students can show their ability to extract specific information of some particular things and objects would be preferred so that the practical ability of the students could be revealed and evaluated.

In learning all of the aforementioned skills, the participants keep themselves engage in some types of communication seemingly either in receptive forms or in productive forms but these forms alternately change in to the only one productive form when they switch of the role in the course of communication sometimes as listener and sometime as the speaker hence these forms the major ways to get involved in communication in the reality of one's life. The following table also clears about it.

Table No. 1

Language Skills

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

From the above table, it can be clear that though the participants take part in communication as a speaker and as a listener, their role alternately changes and moves forward when the former listener becomes the speaker and vice-versa. So, it can be said that all of the language skills might be productive skills since, listening and reading cause speaking and writing.

1.1.2 Needs of Test

Test is known as the device of measuring language ability of the learner with the use of which the teachers get feedback about the current standard of the learners and can take some formative measures accordingly. A test is also used to reinforce the learners, to motivate them for further learning and to assess their performance especially in interaction with the foreigners who speak English as a native language otherwise perhaps, there is no survival because English has colonized the world due to its advancement in science and technology.

Teaching and testing can not be separated because testing judges teaching and learning. Lado (1961, p.20) has said that

The same basic understanding of the facts of language learning applies to language testing what the students have to learn constitutes the corpus of what we have to test since, the student has to learn language; it is language that we must test.

So, Lado's above statement clears that testing is needed to judge the teaching learning process, to judge the corpus and to judge the learners' language ability.

The aim of classroom test can be taken as different from the external examinations as those examinations normally concern with evaluation for the purpose of selection for which they are conducted. But the classroom test is generally concerned with the evaluation for the purpose of enabling the teachers most to increase their effectiveness by adjusting their teaching to enable certain students to benefit more.

A good classroom test also helps to find out the certain area of difficulty in the part of students and do correct remedial treatment as the doctors do on the patients after they diagnose the illness. So, a good classroom test helps the teacher to diagnose the weakness of the students, to step remedial for further effective teaching, to evaluate the strength and weakness of the syllabus and to provide the students with an opportunity to reveal their ability to accomplish the certain task of language. The following points which also add some bricks to the importance of a test can be generalized from the above description.

- i. To measure the students' ability,
- ii. To find out how far the learners have achieved,
- iii. To be certain about the strength and weakness of students and teachers,
- iv. To provide the students and teachers with opportunity of self evaluation,
- v. To evaluate the syllabus, curriculum, text books, teaching methods and techniques,
- vi. To employ remedial teaching.
- vii. To enable the students to communicate with the foreigners in need, etc.

So, due to the above mentioned reality, testing of English language proficiency in the learners is inevitable to enable them to share their ideas, feelings, thoughts ... etc to the foreigners contextually and purposefully so as to develop and enhance the good relationship developing the feeling of universal brotherhood in the world.

Testing is an integral and indispensable part of any teaching learning experiences. It is formalized as a set of procedures or techniques hence it plays a vital role in language teaching and evaluation in classroom Context.

Language testing normally means the evaluation of the learners on how far they have succeeded in using a language they are being exposed. Khaniya (2005) says "unlike other areas of language studies, in language, testing serves both purposes; language as an instrument for testing process and language as subject matter for testing content". For Davies as cited in Hughes (2003, p.2) "language testing serves and involves both linguistics and psychology because it is concerned with language and with its learning". He also adds "a good test is an obedient servant as it follows and apes the teaching".

Hughes (ibid) "The proper relationship between testing and teaching is surely that of partnership." "Further more" there may be occasions when teaching programme is potentially good and appropriate but testing is not; we are then likely to suffer from harmful backwash".

The purposes of testing does not exist the same always. There are various purposes of language testing. The main aim of classroom test is different from that of the external examination though most of the language teachers want to evaluate the individual performances of the learners.

1.1.3 Types of Tests

Language tests can be categorized from the great deal of perspectives. They are categorized on the basis of the purpose for which the test is being administered; on the basis of the skills being evaluated; on the basis of the medium in which the test is being conducted; on the basis of interpretation of test scores, norms and criterion and on the basis of taking language elements apart or getting them together.

Though language tests can be studied and classified variously from different perspectives as mentioned above, Khaniya (2005, p.83) describes four different types of tests: proficiency test, achievement test, diagnostic test and placement

test. He also says that the purpose of testing determines the kind and type of test; the user should develop or look for.

i. Proficiency Test

Proficiency test is used to assess the students ability of language to apply in a particular situation to find out what and how much s/he has learnt and it seeks what the students can do with it in relation to their needs in the future. This type of test is suitable to measure the students language ability of English for specific purpose (ESP).

ii. Achievement Test

This type of test is also known as attainment or summative test that looks back over a period of time of the learners learning. It assesses the learner's period of learning s/he has previously learnt. Yearly, half yearly, monthly and quarterly etc. test are this type of tests that reflects the content of whole learnt course which intend to show the learners' standard and stage.

iii. Diagnostic Test

This type of test checks the students' progress in learning some/particular elements of the course. So it is also known as progress or formative test. This test assesses about how well the students have learnt about any particular materials or item of the course by helping the teachers to diagnose the strength and weakness of the learners in those items and things.

iv. Placement Test

Placement test is designed to calculate a new student's position and sort him/her in a group of other students so that s/he could start the learning of any course from the same level of the other students in the group or class.

In conclusion, testing can be used to evaluate the students' ability of a particular language in the particular field and purposes. To say more clearly, any good test should help the teachers to be certain which part of the language evaluation

have been found burden and difficult for the part of the learners so as to help in evaluating the effectiveness of the syllabuses, the methods and procedures and the materials they are using in the class as well.

1.1.4 Qualities of a Good Test

Since the test is to measure the performance of the learners in language learning, it can not be separated from teaching and learning. A good test should have positive and useful backwash. The following qualities of a test are necessary to have positive and useful backwash.

i. Reliability

This quality of a test refers to its consistency with which a test measures the same thing all the time. (khaniya 2005, p.116)"Reliability is another essential quality of a test which refers to the consistency of scores or performance of the same or similar test administered within a reasonable time".

So, some aspects to reliability are; the circumstance in which the test is taken, the way in which it is marked and the uniformity of the assessment it does. That is to say, a reliable test always makes the same assessment if it is conducted in the same circumstances as it was and as the same as it was marked before.

ii. Validity

Validity of a test refers to its feature that should exactly measure those things that have been intended to measure. Hughes (2010, p.26)"A test is valid if it measured accurately what it is intended to measure". There are four types of validity; Content validity, face validity, construct validity and criterion related validity.

Content Validity is known what goes into the test and means all of the items of questions in suitable proportion to reflect all the areas that are intended to be assessed with it.

Face validity refers to the feelings of teachers and students towards the test that is being taken. Level of ease, difficulty, reasonable and unreasonable ways of assessing, realistic and unrealistic etc. aspects are included in face validity.

With construct validity, the psychological aspect of the learners as fluency, accuracy and appropriateness of thoughts and feeling to express in a context purposefully is measured.

Criterion related validity shows the learners' present ability and performance to any state of time either in the present or in the future. If the validity shows the learners' present performance to another present performance that shows the same assessment it is known as concurrent validity. And if it predicts the future performance of the learners on the basis of present assessment and shows the same assessment as it was predicted, it is known as predictive validity.

iii. Practicality

Practicality refers to the administrative aspects of a test as planning of materials, learners' arrangements, time preparation etc. Heaton (1975, p.158) says practicality is that the exam "must be fairly straight forward to administer".

So, it is clear that a test must be well systematized in advance and should be as economic as possible in cost and time.

1.1.5 Testing Proficiency in Language

Proficiency refers to the ability of the learners in using any language according to the context and the purpose of the interaction. In other words it means how successfully the learners can use the language for the given purpose and field. It is known as having sufficient commands of using language for a particular field and purpose. Khaniya (2005) proficiency is defined as "how much of a language someone has learnt". As for Brown (1977, p.258), "A proficiency test is not intended to be limited to any one course curriculum or single skill in the language." Like wise, according to Khaniya (2005) "The proficiency test is

forward looking test in the sense that it defines the ability of a student to use language with reference to particular tasks which the learner is expected to use in the future." Therefore, test is the way of measuring language abilities of students' accomplishment contextually and purposefully. The proficiency, instead of general abilities of the students, is supposed to be connected with the specific abilities of them to use language with reference to a particular tasks which the learners are expected to use in the future. So, test is the way of measuring language abilities of students in anticipation of some tasks that they are expected to instead of their general abilities. Test of English as a Foreign Language (TOEFL), entrance exams at various college and universities, English as a Foreign Language (EFL) exams and International English Language Testing System (IELTS) etc are some of the examples of proficiency tests that measure the learners' specific ability about using a language.

1.1.6 Approaches to Language Testing

Approaches refer to the ways with which the learners' language ability is measured. So far we have been using in our practice, language testing can be classified according to the four main approaches to testing:

A. The Essay Translation Approach

This approach is commonly referred to as the pre scientific stage of language testing and is also known as traditional approach. In this approach no special skill or expertise in testing is required. The teachers' subjective judgment is supposed to be of great significance. Essay writing, translation, and grammatical analysis range under this approach though such tests have heavy cultural and literary bias.

B. The Structuralism Approach

This approach is characterized by the view that language learning is chiefly concerned with the systematic acquisition of a set of habits; the influence of structural linguistics, in particular the importance of Contrastive Analysis (CA) and the need to identify and measure the learner's mastery over the separate

elements of the target language as phonology, vocabulary and grammar. Such mastery is tested using words and sentences completely separated from any context on the ground that larger samples of language forms can be cornered in the test in a comparatively shorter time. The four language skills are also separated from one another as much as possible as it is considered to be essential to test one thing at a time.

C. The Integrative Approach

This approach involves the testing of language in context and is thus concerned primarily with meaning and the total communicative effect of discourse. So integrative approach of test do not seek to separate language skills into neat division in order to improve test reliability, instead they are often designed to assess the learners ability to use two or more skills simultaneously. Thus integrative approaches of testing are concerned with global view of proficiency with an expectancy of underlying language competence or grammar. The cloze test, dictation, oral interviews, translation and essay writing best characterize the integrative approach. Cloze tests measure the learners' reading ability and dictation is for measuring their listening comprehension.

D. The Communicative Approach

This approach to language testing is sometimes linked to integrative approach. However, both approaches emphasize the importance of the meaning of utterance rather than their forms and structures. The fundamental difference between two approaches is this that communicative approach/tests are concerned primarily with how language is used in communication.

Consequently most aim to incorporate tasks, which approximately as closely as possible the learners are facing in their real life. Success is judged in terms of the effectiveness of the communicative function, which takes place rather than formal linguistic accuracy. Language 'use' is more emphasized to the exclusion of language 'usage' which is concerned with the formal pattern of language.

The most importance criteria for communicative test are that they should be

assessed on precise and detailed specification of the needs of the learners for whom they are constructed.

Though many approaches have been discussed above, teachers should go on compromising between what is practical and what is ideal in a given situation. But there should not be poor writing and administering of the language test. Language tests should maintain ideals and goal so as to have a useful and positive backwash effect on teaching and learning and should lead as a good test.

1.1.7 Listening Skill

Listening skill is an active process since the listener involves himself / herself actively to get the message of the speaker while in interaction. And the same participation enables them later on in learning the language s/he is supposed to use. Khaniya (2005, p.126) says "in order for the listeners to understand what is said the listeners must correct the two layers of information in a meaningful way".

Underwood (1989, p.1) also says "listening is the activity of paying attention to and trying to get meaning from something we hear".

With the above mentioned definition in mind we can conclude that a listener has to pay attention to get meaning what s/he listens to in those listening activities. It is such an ability in which the listener identifies and understands what others are saying and what they mean. Listening also involves the listener's ability to understand and recognize the speaker's accent, pronunciation, their grammar and vocabularies and grasping sensible meaning through it and later on alternately speak and respond accordingly in a given situation by switching the role in need . What a child acquires first is the listening skill of the language his / her parents and family members speak and use. Though the old curriculum had neglected the listening skill, the new curriculum has duly paid attention to it due to its importance as a foundation

for developing the other skills, speaking, reading and writing. Doff. A. (1988 P.199) has divided listening into the following type:

A. Casual Listening

In most cases in our day to day lives we listen to several things with no any particular purpose in mind. We do not pay serious attention to the content message. This type of listening occurs when we involve in an interaction in our all normal social situations.

Harmer (2008, p.309) has named casual listening as 'extensive listening.' The learners listen to something in relaxed way without concentrating on every word but for the pleasure of what is being said. Listening to an amusing and pleasing radio or TV programme is known as such type of listening where there is no problem of language. When some items that have been learnt previously and need revision it is called extensive listening. But this time, the learnt materials are presented in a more natural and genuine environment than in the first. The listeners get chance to listen unfamiliar structures, vocabularies etc but they will be within their approach and capacity.

B. Focused Listening

This type of listening is something like intensive reading when we want to listen to something with particular purpose in mind, we do focused listening. This is used when we listen to all business clients and other negotiators like all teachers and lectures. At such moments, we are more attentive and concentrate ourselves on what the speaker is speaking.

Harmer (2008, p.309) has said this type of listening 'intensive listening' which is widely used in modern classroom situation. The listeners are asked to collect and organize the information densely packed in the text and not easy to understand at the first go as it challenges the students to develop their listening skill through their effort guided by the exercises and activities of the listening text. So, a text for intensive listening should be short for a few minutes or within the time limit of a lesson because they should be read or played several

times as the students have to grasp many information that may not be possible without hearing several times.

Ur, P. (1984, p.106) says:

"In principle the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real life situations". She gives the characteristics of real life situation as follow:

-) Informal spoken discourse,
-) Listener expectations and purpose,
-) Looking as well as listening ,
-) Ongoing purposeful listener response,
-) Speaker attention.

Thus, listening is supposed to be a complex process. In listening the listener receives the incoming data on the basis of wide variety of linguistic and non linguistic knowledge. There are different ways of how a listener processes the incoming data for grasping the message. The listener should be able to distinct many more sub-skills involved in listening to grasp the message from the incoming data.

According to Khaniya (2005) the following are the major listening sub skills:

-) Predicting what people are going to talk about,
-) Guessing meaning of unknown words or phrases without panicking,
-) Using ones own knowledge of the subject to help one understand,
-) Identifying relevant points, rejecting irrelevant information,
-) Retaining relevant point by note taking,
-) Recognizing cohesive devices including link words, pronouns references. etc,

-) Understanding different intonation patterns and uses of stress which gives clues to meaning and social setting,
-) Understanding inferred information e.g. speakers' attitude or intention.

Hence listening can be tested without involving in speaking though in some cases listening accompanies with writing, speaking and reading as well like listening to a lecture, taking notes, summarizing and asking if there be any confusion. Listening, like reading, is a receptive skill. But from the testing point of view, listening is different from reading in the sense that the listener can not move backward and forward like what she / he can do while reading.

1.1.8 Materials for Listening

We can conduct listening activities depending up on the materials produced and provided either as text materials or supplementary materials.

i. Live vs Recorded Materials

Teachers can teach listening comprehension either by using cassettes or by using someone's else real voice. When a cassette is used, it is known as recorded material and if they use someone's else real voice, it's known as live materials.

Live materials may be the speech of the speakers, teachers or readers. So, it is easy for the learners to understand the message with the help of their facial expression and noticing the speaker's several extra linguistic features and it is also easy to conduct in the sense that there is no need to manage materials in advance.

Recorded materials are permanent and such materials help the teachers to bring the voice and accent of the native speakers into the classroom with variety of voices and they can stop and repeat or play the sections where they wish time and again but it's not possible to do so exactly in the same way and with the same voice if we use the live materials.

ii. Authentic vs Non-authentic Materials

Those materials that are designed and prepared in real life situation are authentic materials which provide the students with various supra-linguistic features of communication.

The materials which are specially designed for learners for teaching learning purpose for particular item are non-authentic materials. Underwood (1989, pp.98-100) has shown the differences between authentic and non authentic materials that is presented in the table below:

Table No. 2

Difference Between Authentic and Non-authentic Materials

Authentic Materials	Non-authentic Materials
<ul style="list-style-type: none">) Natural rhythm,) Natural pronunciation and intonation,) Normal rate of delivery,) Spontaneous speech with unstructured language,) False starts, hesitations and incomplete sentences,) Background noises/voices,) Lowly packed with information (in comparison to written language),) Produced for real life communication as radio/TV/forecast, news, bulletin etc.	<ul style="list-style-type: none">) Unnatural rhythm,) Unnatural pronunciation and intonation,) Slow (Perhaps monotonous) delivery,) Structured language (only meant for reading silently),) Complete sentences and utterances,) No background voices/noises and artificial stops and starts,) Densely packed with information,) Copied/imitation of real life communication/copy of radio/TV/forecast, news, bulletin etc.

1.1.9 Importance of Listening

Listening occurs first out of the four major language skills and listening comprehension is known as the power of understanding. It is such a process by which a person understands the meaning of written or spoken language. So far listening comprehension is concerned; it is the analysis of the utterance into segments. To say more clearly listening means building interpretation of the spoken message of the language and utilizing those interpretations that have

previously been made. Listening is the base and the most fundamental skill of language learning that later on leads other skills i.e. speaking, reading and writing. It is listening skill that makes us more productive, helps us to get along better with the others and allows us to work better in a team based environment. Moreover, we can also develop network successfully. Good and attentive listening enables the students in creation and production. The ability to listen to carefully will allow us to:

-) Understand better assignment and what is expected of us,
-) Build rapport with co-workers, bosses and clients,
-) Show rapport,
-) Work better in a team-based environment,
-) Resolve problems,
-) Answer questions,
-) Find underlying meaning in what others say.

A child becomes fluent speaker within 3 or 4 years only when if she / he is provided with sufficient listening opportunity. Children receive information by listening to the adults speaking in the family and neighborhood. Likewise, listening is thought to be important in the language classroom and if the learners know what is being said or what information the teacher is passing and providing to them, the comprehension becomes much easier.

Underwood (1989, p.4) states:

"Students won't be able to take part in an oral communication if they don't listen effectively. Merely to hear what a speaker says is insufficient for communication to occur". When the listener fails to understand the message provided by the speaker we say that the communication has broken down. So whenever there is the break of the communication it is certainly due to the failure in listening. Thus learning to listen is very important. We want our students to become effectively involved in communication so as not to break an

interaction but it is only then possible when the students become active listener. Underwood (1989, p.4) there are main five reasons for listening they are:

-) To engage in social situations,
-) To exchange information,
-) To exert control,
-) To share feelings,
-) To enjoy our selves.

These aforementioned points also show how important listening is. Further more listening occurs in the course of conversation where each participant switches roles and becomes alternately speaker and listener. The main purpose of language teaching is to enable the students to participate actively and purposefully in accordance with the situation.

1.1.10 Listening Perception and Listening Comprehension

Listening perception and listening comprehension are the two aspects of listening skills. Literally speaking, perception means those ability to see, hear and understand and linguistically it means the stimuli through the use of our senses. Listening comprehension on the other hand is the power of understanding form a spoken or written text. It is a process by which a person understands the meaning of written or spoken language. It is identifying words, building interpretations and utilizing those interpretations. It is the first and basic skill of language learning.

1.1.11 Testing Listening Comprehension

Hence, listening occurs first among the four major skills of language and gradually leads towards the development of other skills. Its significance is thought to be paramount. If the teachers can make the provision of carefully selected practice materials, it will be an effective way of developing the listening skill. Different factors as physical, instruction to students, voice and

accent of the speaker, rate of delivery etc. affect greatly to occur good listening comprehension. Heaton (1988, p.5) says:

Both teaching and testing are so closely connected that it is virtually impossible to work in either field without primarily concerned with the other. Test may be designed to motivate the students and to assess their performance of the taught materials.

From the statement above, it has been clear that tests are indispensable part of teaching and they should be designed to motivate the students to major the previously learnt items but not to thrill them by trying to test the untaught items and materials.

So, each of these factors should carefully be paid attention while conducting a listening comprehension test. The following processes also may be some of the possible ways of making good listening comprehension test.

i. Management Aspects

-) Well equipped and prepared classroom,
-) Quiet and still environment,
-) Clear instructions to the students/testees,
-) Normal voice and speed of delivery,
-) Use of the ways of making the testees attentive to listen and make note.

ii. Test may Include

-) Finding out stress and intonations,
-) Filling the gaps/broken dialogues,
-) Phoneme discrimination,
-) Short answer (in few words),
-) Tick the best answer,

-) Rearranging the sentence,
-) True/false, wrong/right, finding out,
-) Partial dictation,
-) Matching, etc.

iii. Techniques can be Employed

-) Through audio-visual aids,
-) Through audio/recorded materials (authentic/non-authentic),
-) Through live materials (teacher's/reader's/speaker's voice).

1.1.12 Difficulties in Listening Comprehension

Language learners most often have difficulties whenever they are hearing a new language. This difficulties may arise, in a great extent, due to the learners background and to some extent due to the speakers language background. It may be that the more similarities between the learners native language and the target language the less possibilities of the difficulties of the learners have to face and vice-versa. Especially, the stress and intonation pattern of a language cause difficulties to the learner in learning the target language. Ur, P. (2010, pp.11-21) has mentioned the difficulties as below:

-) Lack of understanding stressed and intonation pattern,
-) Lack of knowledge in discriminating sounds and isolate word forms,
-) Lack of understanding colloquial vocabularies,
-) Failure to understand visual and environmental clues,
-) Coping with redundancy and noise,
-) Unfamiliarity with the speakers accents,
-) Fatigue.

Thus, the above points clear that the difficulties we encounter with while conducting a listening test might be due to the language background of both of the teachers or speakers or the readers and of the students as well. So, these all

aspects should be duly paid attention when and wherever we conduct a listening test.

Underwood (1989, pp.16-19) has also presented some aspects that cause listening comprehension difficult. They are as follows:

-) Lack of controlling the speakers over speed,
-) Limited vocabularies of the learners,
-) Not to be able to get the matters repeated,
-) Weakness in recognizing the signals,
-) Inability in concentration,
-) Pre-established learning habit,
-) Problems in interpretation.

So, with the above mentioned difficulties in mind, a teacher should try to conduct a listening comprehension test accordingly so that such problems could be overcome.

To get the learners free from the above mentioned difficulties, the teacher should seek several strategies and procedures according to the age, level, proficiency and the interest of the students while teaching listening. Teaching listening can be accompanied with several types of activities for tuning the students well to enable them to listen well.

In this regard, a statement from Harmer (2008, p.319) is thought to be worth mentioning while conducting listening.

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

The above remark emphasizes that interesting and pleasant environment motivates the students to learn the thing that they are going to do later. Such environments encourages the students and leads them towards the learning items. A short piece of song, music, a piece of humour, jokes, riddles, puzzles, imitations or caricature of somebody's speech or voice, a glance of some amusing radio or TV programmes and perhaps the voice of native speakers through cassette etc can be used to familiarize the students with the speakers voice, accents, pronunciation and stress and intonation pattern as well that facilitate later them to do better listening performance of a text they are going to listen and face.

1.1.13 Stages of Listening Comprehension

Stages refer to a moment of time within which some preparing, warming and focusing activities are done so as to tune well the students for the text they are going face or listen to.

Underwood (1989, pp.28-69) mentions three stages of listening comprehension in our practice where and whenever a listening test is administered. They are; pre listening, while listening and post listening in use.

A. Pre listening Stage

Activities those are done before any listening begins are known as pre listening activities. This is also known as a preparatory stage where some kinds of warm up activities are done to familiarize the students with the text they are going to face or listen to. Underwood (1989, p.30) says "students should be tuned in before listening so that they know both in general and for particular tasks". According to him the activities that are used in pre-listening stage should be as far as authentic, similar to real life situations and quote natural ones whether they are reading texts or recorded materials.

Underwood (1989, p.31) states:

Pre- listening activities can consist of a wide range of activities including.

-) The teacher giving background information,
-) The students looking at pictures,
-) Discussion of topic or the situation,
-) Question session,
-) Written exercises,
-) Following the activities and instructions for while stage,
-) Consideration of how the while listening activities will be done.

Each of these activities helps to focus the mind of the students on the topic narrowing the things down that the students expect to listen to or face.

B. While Listening Stage

The activities of this stage help the students to develop skills in eliciting message from spoken language. These are the activities which are asked during they are listening to the text.

At this stage, the teacher presents the designed task which the students have to move inside and perform the given tasks on the basis of their comprehension.

The teacher, by looking at the students doing, monitoring their work, by praising their well doing and by commenting in need provides them feedback.

Underwood (1989, pp.53-69) has given some of the examples of the tasks that can be done for while listening stage as follows

-) Completing grids and table,
-) Picture drawing,
-) Using lists,
-) Labeling the picture,
-) True False knock out exercises based on the texts,
-) Spotting or tackling mistakes and rights and wrongs,

-) Putting pictures into the correct order,
-) Matching picture with what is heard,
-) Predicting what will happen next etc.

Other many more activities can be done in while listening stage according to the nature and type of the given listening text.

C. Post listening stage

Post listening stage is also known as the last or the follow-up stage of listening comprehension where the teacher either reads the tape script or plays the recorded material the third times and gets students to check and correct their answer themselves.

Post listening activities can be much longer than while stage activities since the students have time to think in group, pair, and individually as well and to share, discuss and to write. According to Underwood (1989, p.80), attention should be paid to the following factors while administering the post listening activities:

-) How much language work we wish to do in relation to the particular listening text,
-) Whether there will be time to do much post-listening activities or works at the end of the listening lesson,
-) Whether the post listening stage is seen as an opportunity for group/pair work or whether it is intended to work alone,
-) Whether it is necessary to provide post listening activities that can be done outside the classroom.

Activities like role play, dictation, summarizing, problem solving, concluding or decision making etc. thought to be popular activities for post listening stage.

1.2 Review of Related Literature

A great deal of studies have been carried out particularly in connection with listening proficiency. Some of them are discussed as below:

Khanal (2011) Conducted a research on 'Listening Comprehension Ability of Primary English Teachers of Bardiya district' with the objectives to find out the listening comprehension of those primary teachers and to compare their performance based on the variables; private and public sector, trained and untrained and male and female teachers using test items carrying 50 mark each as tools. He found out the male teachers in both Private and public schools better than their female counterparts. He also found out that the ability of the trained teachers was far better than those of untrained teachers in listening comprehension and as a whole, the public school teachers were found better than the teachers of private schools.

Sharma (2010) Conducted a research on 'Listening Proficiency of grade 'eight students' of Parbat district with the objectives to find out their listening proficiency and compare them based on the variables of public and private sector and sex-wise comparison using questionnaire as tools. He found out the students of private school more proficient than those of public schools. He also found the girls students better than the boys.

Aryal (2005) Conducted a research on 'Listening Proficiency of grade ten students' of public schools of Gorkha district. The major objectives of the study were to find out the proficiency of the students while preparing for the SLC examination and to compare their achievements in listening comprehension between seen and unseen texts. He found out that no significant difference was seen in the performance of the students. Though the students showed better proficiency in the seen text, the difference was insignificant. Because the listening text included in the test lacked varieties.

Neupane (2005) Carried out a research on 'Listening comprehension proficiency of proficiency certificate level (PCL) and higher secondary Level

(HSL) Students'. The objectives of his study were to find out the listening comprehension proficiency of those students and to compare their performance using set of questions as tools and found out the HSL students with higher proficiency in listening comprehension than those of the PCL students.

Rana (2003) carried out a research on 'Listening Abilities of 'Nepalese Learners of English.' The main objective of the study was to determine the listening ability of Nepalese learners of English. A set of structured test items were the tools for collecting data consisting three types of questions. He found out that students of Indo- Aryan background obtained more percentage to discriminate segmental sound than to discriminate the intonation pattern.

Singh (2002) Conducted a research on 'Listening comprehension of grade eight students.' The main objectives of this study were to find out the comprehension ability of grade eight students in listening text and their problems and difficulties. Based on this, four types of objective questions were developed to collect the data. The finding of the study showed that the performance of the eighth graders in listening comprehension was fairly good. Obviously the students of private schools were found better in comparisons to those of public schools.

Chapagain (2001) Carried out a research on 'Listening Comprehension Proficiency of class nine students' with the objectives to find out the listening comprehension proficiency of them and compare them in terms of private and public sector and sex wise using structured set of questions as tools and concluded that the public schools students were found poorer due to lesser exposure in comparison to those students of private schools with the difference of 19.42 percent and the male students were found more proficient than those of their female counter parts.

Shrestha (2000) Conducted a research on 'Listening Comprehension of grade eight students' with the objectives to find out the listening comprehension ability of those students using four types of objective questions as the tools. He concluded that they showed good performance in the text though the

government aided schools students were found poorer than those of the private school due to insufficient exposure and practice.

Timilsina (2000) Carried out a research on 'The Effectiveness of Recorded Materials over Conventional Techniques' in teaching listening comprehension. It was an experimental study and the objective was to find out the effectiveness of the recorded materials in teaching listening comprehension. The researcher taught the experimental group with recorded materials where as the control group was taught by using the traditional techniques. The conducted pretest and post test showed the difference. The finding of the study was this that the experimental group could not perform better might be due to the quite unfamiliar voice of the recorded materials for them.

Though several researches have been conducted in listening proficiency as above, the present study is different from them. Study on 'Listening proficiency of the eleventh grade and comparative study of public and private higher secondary schools along with sex-wise comparison in Taplejung district has not been conducted yet. Its objectives and methodology also make it different from those of other researches mentioned above.

1.3 Objectives of the Study

The objectives of the present study were as follows:

- (i) To find out the listening proficiency of the eleventh grade students of Taplejung district,
- (ii) To compare the listening achievements of the students in terms of:
 -) Private and public schools,
 -) Sex-wise comparison,
- (iii) To list some pedagogical implications.

1.4 Significance of the Study

This study is useful as it throws light on the proficiency level of the eleventh grade students in listening comprehension and has some significance especially in the field of English Language Teaching (ELT). It is useful for those teachers who have been teaching English as a foreign language to Nepalese students. This study has opened the door for those researchers who wish to undertake researches on various aspects of listening in the future. And similarly, those persons who are directly or indirectly involved in teaching learning English in Nepalese context will find this study equally beneficial.

CHAPTER TWO

METHODOLOGY

2.1 Source of Data

For the completion of this study, the researcher used both primary and secondary sources of data.

2.1.1 Primary Source of Data

For this study, the students of the selected schools of grade eleven were used as the primary source of data.

2.1.2 Secondary Source of Data

The secondary sources of data were available books in print and in electronic media and some other types of researches related to the entitled present topic. Some of the books and articles were of Underwood (1989), Harmer (2008), Cohen, Manion and Morrison (2010), Heaton (1988), Buck (2010), Ur, p. (2010), Hughes (2010) and journal of Nepal English Language Teacher Association (NELTA).

2.2 Population of the study

The population of the present study consisted of the students of grade eleven of Taplejung district. The total sample of the study was of 56 students, 14 from each of the four schools.

2.3 Sampling Procedure

Altogether four higher secondary schools from Taplejung district were selected by employing non-random judgmental sampling procedure to represent both private and public schools and the same procedure was adopted to select grade eleven students. So, the total sample for this study was of 56 students consisting 14 students from each of the four schools.

2.4 Tools for Data Collection

The test items were prepared on the basis of the listening texts from Meanings into words of Intermediate Students Book and administered them to assess the listening proficiency of the students. Two different listening text were used containing four types of questions; completing the passage, finding true and false, re-arranging the sentences in the correct order and tick the best answer. The full marks was of 40 each questions carrying 2 marks for each of 20 questions.

2.5 Procedures for Data Collection

The process of the data collection was as follows:

First of all the test items were prepared and then were piloted. Having piloted them, the researcher went to the field and established rapport with the school administration and teachers explaining the purpose of the visit to those schools and fixed the time for collecting data. Afterwards by adopting non- random judgmental sampling procedure the researcher took the sample students and divided them into equal sex wise two groups, the boys and girls so as to fulfill the required number for this study.

Next, the researcher instructed them clearly about what they were going to listen and distributed the test items describing what they were supposed to do with those each items. When the researcher made them sure about what they should do then read out the tape script for the first time. After 10-15 minutes, having analyzed the students on how far they had done with the items, again the researcher read out the tape script for the second time with clear instructions. And after they had finished, again the researcher read out the tape script for the third time to let them check and correct their answer and finally the researcher collected those data offering them thanks, congratulations and good wishes.

2.6 Limitation of the Study

As it was a small research, it had the following limitations:

- (i) This study was limited to four higher secondary schools of Taplejung district consisting private and public schools taking sample of 14 students from each (private and public sector),
- (ii) The total sample of this study was 56 students to represent the whole 11 graders population,
- (iii) Only the eleventh grade students were included in this study,
- (iv) Only the listening comprehension proficiency of the students was tested.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.1 Presentation of Data

This chapter deals with the presentation, analysis and interpretation of the data obtained from the eleventh grade students. The data were collected with the help of different tools. It consisted 2 texts having four different test items. All of the number of the test items had carried two marks for each number consisting. Completion item, true/false item, re-arranging item and tick the best answer item. Thus, the total number of questions was 20 and the full mark was 40 within which, 12 marks was allotted for completion, 12 marks for true/false, 6 marks for re-arranging and 10 marks for tick the best answer item to measure the listening comprehension ability of those students mentioned above.

After collecting those data the answer sheets were corrected and the marks obtained by the students were presented. The marks obtained by the students showed that it was no possible to find all the students with having equal listening comprehension ability though all of them were found satisfactory. Some of them were found above the average while the others were below:

The listening comprehension of the eleventh grade students was compared and analyzed on the basis of marks they secured. The checked answer sheets which showed their level of listening comprehension ability is presented in the tables below.

Here for this study, the eleventh grade students of boarding schools have been taken as private schools students and the eleventh grade students reading in government aided schools have been taken as public schools students.

3.1.1 Sector wise Analysis and Interpretations

This section analyzes and interprets the sector wise performance of the students in listening comprehension test using both simple statistical and descriptive methods.

i. Analysis and Interpretation of the Performance of Public schools Students.

The table below reflects the performance of the students of the public school in listening comprehension test.

Table No. 3

Performance of Public Schools Students

Sector	Sex	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Public	Girls	14	20	40	189	13.5	27	67.5
	Boys	14			212	15.1	30.2	75.5
Total		28	20	40	401	14.3	28.6	71.5

The above table shows that the listening comprehension proficiency of the eleventh grade students of public schools seems to be satisfactory as they responded 14.3 questions correctly in average out of 20 questions and obtained 28.6 marks in average with 71.5% marks per student. The boys students were found better with the difference of 8% than their girls counterparts. The girls' average score seemed 67.5% and the boys' score seemed 75.5%.

Thus, the boys students of public schools were found better than their girls. The average listening proficiency of the public students was found 71.5% which seems to be quite satisfactory.

ii. Analysis and Interpretations of the Performance of Private Schools Students

The following table reflects the performance of the students of private schools in listening comprehension test.

Table No. 4

Performance of Private Schools Students

Sector	Sex	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Private	Girls	14	20	40	251	17.9	35.8	89.5
	Boys	14			257	18.3	36.6	91.5
Total		28	20	40	508	18.1	36.2	90.5

The table above clears that the students of private schools responded 18.1 questions in average correctly out of 20 questions. They found 36.2 marks in average with 90.5% marks per student. The boys students scored 91.5% in average while the girls scored 89.5% which was 2% lesser than the boys'.

Therefore, the boys students of private schools were found better than their girls counterparts with the difference of 2% as a whole.

iii. Summary of Sector wise Performance of the Students

The following table presents and compares the summary of the performance of the students of public and private schools in listening comprehension test.

Table No. 5

Summary of the Performance of Students

Sector	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Public	28	20	40	401	14.3	28.6	71.5
Private	28	20	40	508	18.1	36.2	90.5
Total	56	20	40	909	16.2	32.4	81

The above table reflects that the private students obtained 36.2 marks in average out of the full marks 40 and their average per cent was found 90.5%. The public students obtained 28.6 marks in average out of the same full marks 40 and their average was found 71.5% which was found 19% lesser than those of the private students.

Thus, the table above clears that the private schools students seemed far better than the public school students.

As a whole the eleventh grader students were found with satisfactory ability in the listening comprehension test with average 32.4 marks out of 40 full marks with 81% in average as a whole.

3.1.2 Sex-wise Analysis and Interpretation of the Performance of the Students

The section concerns with the sex-wise analysis and interpretation of the students' performance in listening comprehension test.

i. Analysis and Interpretation of the Girls Performance

The following table shows the performance of the girls students of public and private schools in listening comprehension test.

Table No. 6

Performance of Girls

Sector	Sex	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Public	Girls	14	20	40	189	13.5	27	67.5
Private	Girls	14	20	40	251	17.9	35.8	89.5
Total		28	20	40	440	15.7	31.4	78.5

The table above clears that the private schools' girls obtained 35.8 marks out of 40 full marks scoring 89.5%. The girls of public schools obtained 27 marks in average with 67.5% marks which was found 22% lesser than their private counterparts.

Therefore, the private schools girls were found far better than their public counterparts.

As a whole the listening proficiency of the girls of public and private school was found 78.5% which seems to be quite satisfactory as it is above the first division.

ii. Analysis and Interpretation of the Boys Performance

The following table shows the performance of the boys students of public and private school in listening comprehension test.

Table No. 7

Performance of Boys

Sector	Sex	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Public	Boys	14	20	40	212	15.1	30.2	75.5
Private	Boys	14	20	40	257	18.3	36.6	91.5
Total		28	20	40	469	16.7	33.4	83.5

The above table reflects that the private schools' boys obtained 36.6 marks in average with 91.5% in average. The boys of public schools obtained 30.2 marks in average with 75.5% marks which was found 16% lesser than the percentage of the boys of private schools.

Therefore, the private schools' boys were found better at listening proficiency than the boys students of the public schools. As a whole the boys listening

proficiency was found 83.5% in Taplejung district which is thought to be quite satisfactory as it is above the first division.

iii. Summary of Sex-wise Performance of the Students

The following table reflects the sex-wise summary of the performance of the public and private schools students in listening comprehension tests.

Table No. 8

Sex-wise Performance of Students

Sector	Sex	No. of Students	No. of Questions	F.M.	Total Correct Response	Average Correct Response	Average Marks	Average Percentage
Public/Private	Girls	28	20	40	440	15.7	31.4	78.5
Public/Private	Boys	28	20	40	469	16.7	33.4	83.5
Total		56	20	40	909	16.2	32.4	81

The above table shows that the boys students of public and private schools obtained 33.4 marks in average out of 40 full marks with 83.5% whereas the girls obtained 31.4 marks in average out of the same full marks with 78.5% as a whole while calculating in terms of the sex.

Thus, the difference between the girls and boys was found 5% while comparing in terms of the sex. So, the boys students of both public and private schools were found better than their girls counterparts.

3.2 Item wise Analysis and Interpretations of the Performance of Public and Private Schools Students

This section deals with the analysis and interpretations of the obtained scores of the public and private schools students in item wise which were used as the tools for the collection of the data for this research.

3.2.1 Analysis and Interpretation of the Scores in Completion Item

The students of eleven grade of both public and private schools were asked to complete the blanks on the basis of the text they listened. This item contained six blanks with twelve total full marks; two mark for each blank. The obtained score has been presented in the table below:

Table No. 9

Completion Item

S. N.	Schools	Sex	No. of students	Number of blank	Full Marks	Obtained Mark	Average Mark	Average percentage
1.	Public	Girls	14	6	12	124	8.8	73.3
		Boys	14	6	12	144	10.2	85
Total			28	6	12	268	9.5	79.1
2.	Private	Girls	14	6	12	158	11.2	93.3
		Boys	14	6	12	164	11.7	97.5
Total			28	6	12	322	11.4	95.4

The above table shows that the students of public schools obtained 79.1% in completion item whereas the students of private schools obtained 95.4% .

So, the students of private schools were found with 16.3% better listening proficiency than the students of public schools.

While comparing in term of the sex, the girls' average marks was found 83.3% which was 8% lesser than those of the boys' score 91.2%.

So, in sector and sex it has been clear that the private schools students and the boys were found with better listening proficiency than their public counter parts.

3.2.2 Analysis and Interpretation of the Scores in True/False Item

For this true/false item the students were asked to write 'T' for true and 'F' for false statement. This item was of 12 total full marks containing six statements; 2 marks for each statement. The following table depicts their obtained scores in the listening comprehension test.

Table No. 10

True/False Item

S. N.	Schools	Sex	No. of students	Number of questions	Full Marks	Obtained Mark	Average Mark	Average percentage
1.	Public	Girls	14	6	12	106	7.5	62.5
		Boys	14	6	12	110	7.8	65
Total			28	6	12	216	7.6	63.7
2.	Private	Girls	14	6	12	140	10	83.3
		Boys	14	6	12	138	9.8	81.6
Total			28	6	12	278	9.9	82.4

The table above shows that the average percentage of the public schools students was found 63.7% and the average percentage of the private schools' students was found 82.4% with the difference of 18.7% to those of public schools students. While comparing them in term of sex, the boys slightly topped the girls with the difference of 0.4% as the girls score was found 72.9% and the boys was 73.3% in average as a whole.

Therefore, in terms of sector and sex, the private schools students and the boys were found better than those of their counterparts in this true/false item.

3.2.3 Analysis and Interpretation of the Scores in Re-arranging Item

In this item there were three sentences which were disordered and the students had to re-arrange on the basis they were heard. This item had 6 full marks; 2

marks for each of the three sentences. The table below shows the scores of the public and private schools' students in this item.

Table No. 11
Re-arranging Item

S. N.	Schools	Sex	No. of students	No. of sentences	Fullmark	Obtained mark	Average mark	Average percentage
1.	Public	Girls	14	3	6	62	4.4	73.3
		Boys	14	3	6	78	5.5	91.6
Total			28	3	6	140	4.9	82.4
2.	Private	Girls	14	3	6	76	5.4	90
		Boys	14	3	6	84	6	100
Total			28	3	6	160	5.7	95

The above table clears that the private schools students' average percentage was found 95% and the students of the public schools was found 82.4%. Thus, the private schools students were found with 12.6% better listening proficiency than the public schools students while comparing the sector in this item.

Similarly, while comparing in terms of sex, the boys obtained 95.8% in average and the girls obtained 81.6% in average with the difference of 14.2%.

So, it is concluded that the boys students were found far better than the girls in this re-arranging item.

3.2.4 Analysis and Interpretation of the Scores in Tick the best Item

In this item there were five questions based on the part 2 type of listening text having 10 full marks; 2 marks for each questions. Here, the eleventh grade students were asked to tick the correct alternatives out of the four alternatives in each number. The following table shows the achieved score of those students in this item.

Table No. 12

Tick the Best Item

S.N.	Schools	Sex	No. of students	Total questions	Full mark	Obtained mark	Average mark	Average percentage
1.	Public	Girls	14	5	10	82	5.8	58
		Boys	14	5	10	92	6.5	65
Total			28	5	10	174	6.1	61.5
2.	Private	Girls	14	5	10	128	9.1	91
		Boys	14	5	10	128	9.1	91
Total			28	5	10	256	9.1	91

The above table shows that the public schools' students obtained 61.5% and the private schools' students obtained 91% in average in tick the best items of this listening comprehension test. The difference between them was found 29.5%.

While comparing in term of sex, the boys scores 78% in average whereas the girls scored 74.5% with the difference of 3.5% weaker than those of their boys counterparts.

So, it is concluded that the private schools and boys student were found with their better listening proficiency in this item of their listening comprehension test in terms of sector and sex.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 Findings

The major focus of this study was to find out the listening comprehension ability of the higher secondary level students of grade eleven in Taplejung district and to compare their performance obtained from the tools used on the basis of the variables as; sector; public and private and sex; boys and girls. The major tools to collect the data for this research were the test items consisting the completion item, true/false item, re-arranging item and tick the best item from Meaning into Words, Intermediate students book (Doff, A. 2008/2009) reprinted edition.

After the rigorous analysis and interpretation of the accumulated data the following findings and recommendations have been drawn.

1. The listening comprehension proficiency of the eleventh grade students in Taplejung district was found satisfactory. As a whole they were found quite satisfactory with having 81% listening proficiency as this average percentage lies in the distinction category.
2. The private schools students were found better than their public counter parts. In average, they obtained 90.5% marks which was found 19% greater than the public schools students' average marks 71.5%. It may be due to the greater exposure and practice of the students of private schools.
3. In term of sex, the boys students were found slightly better than the girls. The boy students scored 83.5% as a whole which was found 5% greater than the girls' score 78.5%. It may be due to the greater listening chance of the boys in comparison to those of the girls.

The item-wise performance of the public and private schools students shows that the private schools students were found better than those of their public counterparts which was found as below:

- I. In completion item, the private schools students scored 95.4% and the public schools students scored 79.1% which seemed 16.3% lesser than that of the score of private schools students. While comparing sex-wise, the boys obtained 91.2% whereas the girls obtained 83.3% which seemed 8% lower than that of the boys. So in this item, the private schools students and boys were found better than their counterparts in terms of both sector and sex.
- II. In true/false item, the private schools students scored 82.4% which was 18.7% greater than those of public schools students' score 63.7%. As for sex-wise comparison, the boys obtained 73.3% that seemed 0.4% greater than that of the girls' score 72.9%. Thus in this item, the private schools students and boys were found better than their counterparts in terms of both sector and sex.
- III. In re-arranging item, the private school students achieved 95% which was 12.6% greater than the students of public schools score 82.4%. While comparing sex-wise, the boys' score was 95.8% which was 14.2% greater than those of the girls 81.6%. Therefore in this item, the students of private schools and boys were found better than the public schools students in terms of both sector and sex.
- IV. In tick the best item, the private schools students achieved 91% which was 29.5% greater than that of the public students 61.5%. While comparing sex-wise, the boys obtained 78% that was 3.5% greater than that of the girls' 74.5%. Thus in this item also, the students of private schools and boys students were found better than their counterparts in terms of both sector and sex.

- V. The girls of the private schools were found better than both of the boys and girls of the public school in other items except re-arranging item. In this item the private school girls achieved 90% which was 1.6% lesser than the boys of the public schools' score 91.6%. Thus, the public school boys were found slightly better than the girls of the private school in this item.
4. As a whole, the students of the private schools were far better than the students of the public schools in listening comprehension test. The students of the private schools achieved 90.5% marks in average whereas the students of the public school students achieved 71.5% in average. The difference was 19%. It may be due to the greater exposure in listening practice of the private schools students than those of the public schools students.

Similarly, in terms of sex, the boys students scored 83.5% and the girls scored 78.5% which seemed 5% lesser than that of the boys.

So, in conclusion, the private schools students and the boys had been found with better listening ability than their counterparts.

4.2 Recommendations

On the basis of the findings obtained from the analyzed data of this research, the following recommendations have been forwarded.

- i. Since the public school students were found poorer than the students of the private schools, special training package for listening practice are thought to be necessary for the students of the public school so that they could get more exposure in listening practice to enhance their competence that could lead them to better performance.
- ii. The girls students of both type of schools were found poorer than their boys counterparts. So, specific packages for developing listening skill for girls should be conducted periodically.

- iii. Different types of trainings, workshops, discussion programmes and seminars for the public students should be run in higher secondary level, resource level and in district level to promote their listening competence.
- iv. The schools , especially the public, should be provided at least with listening devices and materials.
- v. Different types of facilities, accommodations and incentives should be provided to those students who wish to promote their listening skills themselves.

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Appendix-I

Part-I

Test Item-1

A. Listen to the tape and find the missing words : (12.0)

He is a quite type of person, really. You know, he spends most of his time at reading, listening to the radio, things of too he belongs to the local choir. I believe -but you never see him at weekends. He always off somewhere in the. walking or fishing. He does a lot of but always on his won. Funny sort of bloke.

Test Item-2

B. Listen to the tape again and write 'T' for true and 'F' for false : (12.0)

- (i) The person described in the tape is quite sociable. ()
- (ii) The speaker is describing the habit of the person. ()
- (iii) The person described in the tape is a female. ()
- (iv) The speaker is describing a lecturer. ()
- (v) The person fishes for selling. ()
- (vi) The person spends most of the time at home. ()

Test Item-3

C. Listen again and re-arrange the sentences as they are heard in the tape : (6.0)

- (i) He fishes for his own.
- (ii) He belongs to the local choir.
- (iii) Occasionally, he goes out to the pub.

Name: Grade: Name of School: Private <input type="text"/> Government aided <input type="text"/>

Listen to the tape and tick (✓) the correct alternative. : (10)

1. The speaker's problem is with his/her
 - a. daughter
 - b. father
 - c. mother
 - d. son
2. The speaker's is 70 years old.
 - a. mother
 - b. father
 - c. grand mother
 - d. grand father

3. The speaker's is a widow.
 - a. daughter
 - b. grand mother
 - c. sister
 - d. mother
4. There is no work available for the speaker in
 - a. the city
 - b. the village
 - c. the overseas
 - d. no where
5. The speaker in the tape is a
 - a. dresser
 - b. doctor
 - c. designer
 - d. driver

Part-I

A. Listen to the tape and find the missing words: (12.0).

He is a quite Solitary type of person, really. You know, he spends most of his time at home reading, listening to the radio, things like that. He goes out to the pub occasionally and does quite a lot of singing too- he belongs to the local choir, I believe -but you never see him at weekends. He always off somewhere in the Country walking or fishing. He does a lot of fishing but always on his own. Funny sort of bloke.

B. Listen to the tape again and write 'T' for true and 'F' for false : (12.0)

- (i) The person described in the tape is quite sociable. (F)
- (ii) The speaker is describing the habit of the person. (T)
- (iii) The person described in the tape is a female. (F)
- (iv) The speaker is describing a lecturer. (F)
- (v) The person fishes for selling. (F)
- (vi) The person spends most of the time at home. (T)

C. Listen again and re-arrange the sentences as they are heard in the tape : (6.0)

- (i) He fishes for his own. — (14)
- (ii) He belongs to the local choir. — (12)
- (iii) Occasionally, he goes out to the pub. — (12)

Name: A

Grade: 11

Name of School: ABC

private

Government aided

Part-II

Listen to the tape and tick (✓) the correct alternative. : (10)

1. The speaker's problem is with his/her
 - a) daughter
 - b) father
 - c) mother
 - d) son

2. The speaker's is 70 years old.
 - a) mother
 - b) father
 - e) grand mother
 - c) grand father

10 ← 0

3. The speaker's is a widow.
 - a) daughter
 - b) grand mother
 - c) sister
 - d) mother

4. There is no work available for the speaker in
 - a) the city
 - b) the village
 - c) the overseas
 - d) no where

5. The speaker in the tape is a
 - a) dresser
 - b) doctor
 - c) designer
 - d) driver

Part-I

A. Listen to the tape and find the missing words: (12.0).

He is a quite solitary type of person, really. You know, he spends most of his time at home reading, listening to the radio, things like that. He goes out to the pub occasionally and does quite a lot of singing too- he belongs to the local choir, I believe -but you never see him at weekends. He always off somewhere in the country walking or fishing. He does a lot of fishing but always on his own. Funny sort of bloke.

B. Listen to the tape again and write "T" for true and "F" for false : (12.0)

- (i) The person described in the tape is quite sociable. (X)
- (ii) The speaker is describing the habit of the person. (T)
- (iii) The person described in the tape is a female. (F)
- (iv) The speaker is describing a lecturer. (F)
- (v) The person fishes for selling. (X)
- (vi) The person spends most of the time at home. (T)

C. Listen again and re-arrange the sentences as they are heard in the tape : (6.0)

- (i) He fishes for his own. → (3)
- (ii) He belongs to the local choir. → (2)
- (iii) Occasionally, he goes out to the pub. → (1)

Name: B

Grade: 11

Name of School: BCD

private

Government aided

34.0
—
40

8.0

6.0

Part-II

Listen to the tape and tick (✓) the correct alternative. : (10)

1. The speaker's problem is with his/her
 - a) daughter
 - b) father
 - c) mother
 - d) son
2. The speaker's is 70 years old.
 - a) mother
 - b) father
 - e) grand mother
 - c) grand father
3. The speaker's is a widow.
 - a) daughter
 - b) grand mother
 - c) sister
 - d) mother

2.0
4. There is no work available for the speaker in
 - a) the city
 - b) the village
 - c) the overseas
 - d) no where
5. The speaker in the tape is a
 - a) dresser
 - b) doctor
 - c) designer
 - d) driver

Part-I

A. Listen to the tape and find the missing words: (12.0).

He is a quite ~~a social~~ type of person, really. You know, he spends most of his time at ... ~~home~~ ... reading, listening to the radio, things like ... ~~that~~ ... He goes out to the pub occasionally and does quite a lot of ... ~~singing~~ ... too- he belongs to the local choir, I believe -but you never see him at weekends. He always off somewhere in the ... ~~country~~ walking or fishing. He does a lot of ~~fishing~~ but always on his own. Funny sort of bloke.

12.0

B. Listen to the tape again and write 'T' for true and 'F' for false : (12.0)

- (i) The person described in the tape is quite sociable. (F)
- (ii) The speaker is describing the habit of the person. (T)
- (iii) The person described in the tape is a female. (F)
- (iv) The speaker is describing a lecturer. (F)
- (v) The person fishes for selling. (T)
- (vi) The person spends most of the time at home. (T)

10.0

C. Listen again and re-arrange the sentences as they are heard in the tape : (6.0)

- (i) He fishes for his own. → (iii)
- (ii) He belongs to the local choir. → (ii)
- (iii) Occasionally, he goes out to the pub. → (i)

6.0

Name: C

Grade: Eleven

Name of School: C-DE

private Government aided

36.0
40

Part-II

Listen to the tape and tick (✓) the correct alternative. : (10)

1. The speaker's problem is with his/her
 - a) daughter
 - b) father
 - c) mother
 - d) son
2. The speaker's is 70 years old.
 - a) mother
 - b) father
 - e) grand mother
 - c) grand father
3. The speaker's is a widow.
 - a) daughter
 - b) grand mother
 - c) sister
 - d) mother
4. There is no work available for the speaker in
 - a) the city
 - b) the village
 - c) the overseas
 - d) no where
5. The speaker in the tape is a
 - a) dresser
 - b) doctor
 - c) designer
 - d) driver

8.0

Part-I

A. Listen to the tape and find the missing words: (12.0).

He is a quite solitary type of person, really. You know, he spends most of his time at home..... reading, listening to the radio, things like that..... He goes out to the pub occasionally and does quite a lot of singing... too- he belongs to the local choir. I believe -but you never see him at weekends. He always off somewhere in the Country walking or fishing. He does a lot of fishing..... but always on his own. Funny sort of bloke.

B. Listen to the tape again and write 'T' for true and 'F' for false : (12.0)

- (i) The person described in the tape is quite sociable. (F)
- (ii) The speaker is describing the habit of the person. (T)
- (iii) The person described in the tape is a female. (F)
- (iv) The speaker is describing a lecturer. (F)
- (v) The person fishes for selling. (F)
- (vi) The person spends most of the time at home. (T)

C. Listen again and re-arrange the sentences as they are heard in the tape : (6.0)

- (i) He fishes for his own. — (III)
- (ii) He belongs to the local choir. — (II)
- (iii) Occasionally, he goes out to the pub. — (I)

Name: D	<u>40.0</u> 40
Grade: II	
Name of School: DEF	
private <input checked="" type="checkbox"/>	Government aided <input type="checkbox"/>

Part-II

Listen to the tape and tick (✓) the correct alternative. : (10)

1. The speaker's problem is with his/her
 - a) daughter
 - b) father
 - c) mother
 - d) son

 2. The speaker's is 70 years old.
 - a) mother
 - b) father
 - e) grand mother
 - c) grand father

 3. The speaker's is a widow.
 - a) daughter
 - b) grand mother
 - c) sister
 - d) mother

 4. There is no work available for the speaker in
 - a) the city
 - b) the village
 - c) the overseas
 - d) no where

 5. The speaker in the tape is a
 - a) dresser
 - b) doctor
 - c) designer
 - d) driver
- 10-0

Appendix-II

A. Typescript for part-I

He is a quite solitary type of person, really. You know, he spends most of his time at home, reading, listening to the radio, things like that. He goes out to the pub occasionally and he does quite a lot of singing too – he belongs to the local choir, I believe- but you never see him at weekends. He is always off somewhere in the country, walking or fishing. He does a lot of fishing but always on his own. Funny sort of bloke.

B. Typescript for part – II

My problem is with my mother, who is now well over 70 and a widow and becoming fragile, and she really needs my help. But where she lives, in the country, there is no work available for me – I am a designer – and she can't come and live with me because she says she doesn't like the climate because it's too bad for her rheumatism, which is actually true- it's very cold here. And if I go and work there as something else where she lives, perhaps as a secretary, it means we have to take a drastic drop in salary. So, I don't really know what to do .