

# **CHAPTER ONE**

## **INTRODUCTION**

The present study entitled "Listening Comprehension Ability of Grade Ten Students" is related to the listening comprehension ability of the secondary level students of Darchula district. It consists five chapters viz. Background of the study, statement of the problem, significance of the study, delimitations of the study and operational definitions of the key terms come under first chapter. Review of related literature is included in second chapter. Third chapter includes methods and procedures of the study and it incorporates research design, study population, sampling procedures and other related components. Similarly, results and discussion are included in the chapter four and summary in the chapter five.

### **1.1 Background of the Study**

Language is the most advanced and powerful means of communication. It is regarded as the most valuable possession of human being. It is specific and universal medium to express human thoughts, feelings, ideas and emotions. Most activities of the world carry out through language such as transmitting human civilization, literature, political and diplomatic activities and human achievements. In this regard, Todd (1987, p. 6) assert that "Language is a set of signals by which we communicate. It seems to be as old our species."

Similarly, Jespersen (1994, p. 4) writes, "Language is not an end in itself. It is way of communication ." 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.

There are many languages in the worlds. Among them the English language is most widely used one. It is an international language. According to Harmer (2003, p. 18) "It is the international language and a vital tool for any students to be successful in communication." English is known as linguafranca because of historical, economic and cultural factors which have influenced and sustained the spread of the language.

In conclusion, the possession of language is unique to human beings only. It is an arbitrary, vocal, voluntary system. Humans are the animals who only know to use of language in their daily communication.

## **1.2 Statement of the Problem**

Among the four language skills reading and writing are highly emphasized where listening and speaking are given less attention in the Nepalese English language class of secondary level.

Listening has not received wider attention in the past but it is the language skill most often used in everyday life. Thapaliya (2013,p.152) identified more than 40% of our daily communication time is spent on listening, 35% is spent in speaking, 16% spent on reading and only 9% on writing. It is similar case in the Nepalese context too. However these have started attracting people's attention recently since they got of place in testing in the School Living Certificate(SLC) examinations. The present sets of textbooks have included some exercise for listening and speaking along with reading and writing skills in secondary level. Since 2065 BS. the Ministry of Education (MOE) and Curriculum Development Centre (CDC) Sanothimi, Bhaktpur laid emphasis on all the language skills and provides some materials for listening skill. But there is not any success in listening comprehension in English language. Students are poor in their listening comprehension therefore, the hindrance on other languages skills occur. Because of this reason, all the language skills may not

develop properly in the English language classroom . Consequently, final result of grade ten (SLC) have got less than expectation.

It is necessary to study the listening comprehension in the classroom so as to instruct the students with expected performance. Therefore , this study entitled "Listening Comprehension Ability of Students of Grade Ten" makes an attempt to analyze the situation.

### **1.3 Objectives of the Study**

The objectives of the study will be as follows:

1. To find out the listening comprehension ability of students of grade ten.
2. To suggest some pedagogical implications.

### **1.4 Research Questions**

A research question is a clear focused concise question on the research study. It provides guidelines to the researcher. This study will be oriented to find out the answer of the following questions:

- a. Is the students' listening comprehension ability satisfactory in the ELT classes?
- b. Are the main causes which make students unable to comprehend listening text similar to all the students?
- c. Can listening comprehension be made more effective ?

### **1.5 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 . Specially, Teachers are benefited to adopt the suggested pedagogical implications. In the same way, students will be benefited by getting appropriate

instructions in the classroom. Similarly, this study will be highly useful to the English language practitioners who want to undertake researches in the field of language teaching . Moreover ,this study will be highly significant for school supervisors , subject experts, syllabus designers, textbook writers, materials producers and those who directly and indirectly associated to teaching /learning language by getting appropriate instructions.

### **1.6 Delimitations of the Study**

The scope of this study is limited on the following points:

- ) The study was limited within the students of grade ten on listening comprehension.
- ) The study population was confined within five community-based schools of grade ten in Darchula district.
- ) The study was limited to analyze listening comprehension ability of grade ten students.

### **1.7 Operational Definitions of the Key Terms**

**Impact:** The powerful effect of something and somebody.

**Listening Comprehension:** Ability to understand what another say.

**Transmission:** Act of transmitting.

**DEO :** District Education Office

**SMC :** School Management Committee

**PTA :** Parent Teachers' Association

## **CHAPTER–TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes review of the theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework.

#### **2.1 Review of the Theoretical Literature**

This sub-heading deals with the theoretical review of the related information associated with this topic. The reviewed literature is briefly mentioned below.

##### **2.1.1 Language Skills**

Language is universally accepted as the amalgamation of four different interrelated skills. These are Listening, speaking, reading and writing . Among them listening and speaking skills are primary language skills on the bases of priority .Whereas reading and writing are secondary. Such as listening and speaking are given more priority than reading and writing in daily communication. Listening and reading skills are called receptive skills and speaking and writing skills are productive skills.

In conclusion, language is means of communication by which the world become narrow. Every person uses language for different purposes and most activities are done through language in the world.

##### **2.1.1.1 Listening Skill**

Among four language skills, listening is the most essential one to acquire a language naturally. It is the foremost basic skill along which the language acquisition/learning process heads in human life. Listening is

the ability to identify and understand what others say. This involves understanding a speaker's accent, grammar, vocabulary and grasping his/her meaning. It is an essential skill for successful communication. It utilizes a wide range of information sources simultaneously. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot reach in the zenith of success. It involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening. For Underwood (1989) "Listening is an activity of paying attention and trying to get meaning for something to hear" (p.1). He further says "Listening is an individual and personal process. Listeners make different inferences, and they have different interpretations of the texts they hear"(p.248).

In conclusion, listening skill is the more active and less passive skill because listeners receive the incoming data, an acoustic signal, and interpret it on the basis of linguistic and non linguistic knowledge.

### **2.1.1.2 Sub-skills of Listening**

White (1998, p. 8) identifies the following sub-skills involved in listening.

#### **a. Perception Skills**

- ) Recognizing individual sound
- ) Discriminating between sounds
- ) Identifying reduced forms in fast speech ( for example: elision and assimilation)
- ) Identifying stress ordered syllables

- ) Identifying stressed words in utterances
- ) Recognizing intonation patterns.

### **b. Language Skills**

- ) Identifying individual words and groups and building up possible meaning
- ) Identifying discourse markers which organize what is being said.  
For example: Then, as I was saying, as a matter of fact to start.

### **c. Using knowledge of the Words**

- ) Connecting groups of words to non-linguistic features such as expressions, gestures or objects in order to get clues to meaning
- ) Using knowledge of a topic to guess what the speaker might be saying about it.
- ) Using knowledge about the patterns that certain oral interactions typically take in order to predict what is being said, for example ordering in a restaurant, making a telephone call.

### **d. Dealing with Information**

- ) Understanding gist meaning (the overall idea of what you hear)
- ) Understanding the main points
- ) Understanding details, for examples, train times
- ) Inferring information, which is not explicitly stated, or which has been missed.

### **e. Interacting with a Speaker**

- ) Coping with variation among speakers, for example, differences in speed of talking and accent

- ) Recognizing the speaker's intention
- ) Identifying the speaker's mood/ attitude
- ) Recognizing the speaker's cues about things such as when to take a turn at speaking or when there is a change of topic
- ) Predicting what the speaker will say next.

In conclusion, we can say all language skills are important for listening comprehension but this study is closely related with dealing with information. It is most important skill for understanding information of the whole text.

### **2.1.1.3 Listening Comprehension**

Listening comprehension is the ability to understand what another's saying in another word we can say listening comprehension is the ability to understand the spoken word. It needs heavy and more concentration and processing of new information on to background knowledge.

Listening comprehension is related with speaking.

Buck (2001, p.3 1) defines "Listening comprehension an active process, in which the listener takes the incoming data an acoustic signal, and interprets it based on wide variety of linguistic and non-linguistic." He further concluded that comprehension is affected by a wide range of variables, and that potentially any characteristics of the speaker, the situation or the listener can affect the comprehension of the message.

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

While, analyzing above mentioned definitions; listening comprehension



is an important process in second language learning classroom. It needs concentration on the listening texts so listeners can get information or message from the text. It is an ongoing process of constructing an interpretation of what the text is about and then continually modifying that as new information becomes available the interpretation of the speaker's meaning is greatly influenced by the context in which the communication takes place. Listening comprehension is more than just hearing what is said, rather, it is a hearer's ability to understand the meaning of words he/she hears and relate to them in some way. It involves active cognitive processing though, it is said listening is passive skill; it has an active process of perceiving and constricting a message from a stream of sounds. Good listening comprehension enables the listeners to understand the text. Therefore, listening comprehension plays significant role in language teaching.

#### **2.1.1.4 Views on Listening Comprehension Process**

There are two views on listening comprehension process:

##### **a. Bottom-up Process/Approach**

In bottom up approach the process is beginning with the smallest unit and ending with larger unit of meaning. It begins from phonemes, individual word syntactic levels, and analysis of semantic content to arriving at a literal understanding of the basic linguistic meaning.

Buck(2001,p.2) writes, "This is the bottom-up view which sees language comprehension as a process of passing through a number objective stages and the output of each stage becomes the input for the text."

In conclusion, we can say in bottom-up process assumes phonemes link together to form words, words link together to form, phrases, phrases link

together to form complete meaningful text.

### **b. Top-down Process /Approach**

Top-down process includes non-linear view of the process in comprehension begins with readers/listeners contribution i.e. from higher level of processing and proceeds of use the lower levels select. It suggests that the listener activity constructs the original meaning of the speaker using incoming sound as close.

According to Buck (2001, p. 3) "Listening comprehension is a top-down process in the sense that the various types of knowledge involved in understanding language are not applied in any fixed order- they can be used in any order".

Finally, we can say that top-down process is focused on this study. Top-down process is adequate for this study because it is related with listening comprehension and reader/listener contribution.

### **2.1.1.5 Problems in Listening comprehension**

Underwood (1989, p.16) identifies following problems in listening comprehension.

#### **a. Lack of control over the speed at which speakers speak**

A Nepali speaker who is learning English as a foreign language feels somehow difficult to understand the information due to speed of native speakers. They speak fast so that foreign listeners cannot get comprehensible input which makes listening meaningless.

#### **b. Not being able to get things repeated:**

A text should be repeated several times to develop the listening

comprehension of the learners so that they become accustomed for example; radio commentary, and radio news and so on.

### **c. The Listeners Limited Vocabulary**

The students get limited exposure to authentic language and native speakers. They have limited vocabulary due to limited comprehensive input. Main sources are only teachers and text-books for limited time within artificial situation.

### **d. Failure to recognize the signals**

The teacher should indicate signals in his teaching period to recognize the signals. They may use expressions like `secondly, then. . .' They may pause or move slightly. Students need to learn to listen for the signals in order to be able to connect the various utterances in the way the speakers intended them to be connected.

### **e. Problems of Interpretation**

The comprehensible input makes communication possible. Students who are unfamiliar with the listening test may have considerable difficulty in interpreting the words they hear. Problems of interpretation can even occur when the speaker and the listener are from the same background and use the same language.

### **f. Inability to concentrate**

Inability to concentrate listening makes a major problem which breaks listeners' attention to the text or situation if the text is unfamiliar and difficult concentration cannot be given in the situation.

### **g. Established Learning Habits**

Established learning habits are main problem in Nepalese English language learners because Nepalese listeners are worried if they fail to understand a particular word or phrase when they are listening and become discouraged by their lack of success. These habits are not used in everyday life so it creates problems in listening comprehension.

In conclusion, it is necessary to know problems of anything as listening comprehension. Above mentioned problems will be focused because it is the one part of this study.

#### **2.1.1.6 Listening Situation**

Ur (1984, p. 2) has identified following listening situations:

- ) Listening news
- ) Discussing work
- ) Listening a speech
- ) Listening to recorded songs
- ) Listening announcements over the loudspeaker
- ) Watching T.V
- ) Exchanging news
- ) Chatting at a party
- ) Attending a lesson
- ) Receiving instructions on how to do something
- ) Attending a formal occasion
- ) Getting professional advice
- ) Being tested orally in a subject of study.

Finally we can say, listening situation plays an important role in communication. Without situation there is not any communication. Therefore, one needs situation to communicate properly. This study is associated with listening to recorded text.

#### **2.1.1.7 Listening Sources**

Harmer (2008, p. 134) presents two sources of listening. These are as follows:

##### **a. Recorded Extracts**

Recorded extracts are CD, tape or via-players of some kind, which are commercially produced, either as part of course of book or as supplementary materials.

##### **b. Live listening**

Live listening is real life face to face encounters in the class room. All teacher talk is live in the classroom.

Both sources are important for listening. Listening sources help to effective teaching /learning of second language. Recorded extracts are closely related with this study.

#### **2.1.1.8 Methods of Testing Listening**

Methods of testing listening skill are given below:

##### **a) Sound Discrimination:**

The listener is provided some sounds to discriminate in the particular language. The stress, intonation is also useful ways of testing through sound discrimination.

## **b) Statements and Dialogues**

The listener is provided some sentences and dialogues to listen. The tester evaluates the listener whether she /he get the utterance properly or not.

Under this method we can follow statement evaluation, sentence repetition.

## **c) Testing Through Visual Materials**

Here visual materials are audio-visual materials. The tester can test one's listening ability through television, computer, and programs etc., listening test with visual.

## **d) Using Texts**

For testing listening the tester can use print materials. The listener has to deal with the short question, listing and note taking.

### **2.1.1.9 Different Types of Listening**

According to Harmer (2008, p. 3) there are two types of listening. They are as following:

#### **a. Extensive Listening**

Extensive listening refers to listen something for pleasure because it is done out of class, without intervention of teacher. This type of listening is not intended, for reviewing message. The listeners don't have to focus on the message but they are involved in the entertainment. For example, listening drama in radio.

#### **b. Intensive Listening**

Intensive listening is for obtaining specific message or information. In this listening listeners have to concentrate his attention otherwise he

cannot get adequate information. For example, lectures of teacher.

In conclusion we can say, intensive listening is more important in obtaining specific information and this study will apply it properly.

### **2.1.1.10 Techniques of Teaching Listening**

We can make listening practice more interesting, realistic and effective by specific stages. These specific stages are given by Underwood (1989, p. 31)

#### **a. Pre-Listening stage**

Pre-listening stages is also known as preparation stage for listening comprehension. Listener to use the natural listening skill of matching, what they hear with what they expect to hear by using their previous knowledge. So listeners should be motivated to the following activities:

- ) The teacher gives background information
- ) The students reading something relevant
- ) Discussion of the topic/situation.
- ) Giving instruction for the while listening activity.
- ) Familiarization of how the while listening activity will be done.
- ) Familiarization of difficult vocabulary.
- ) Reading the questions.
- ) Cracking jokes etc.

#### **b. While Listening Stage**

This stage is mainly for students activities, during listening to the text/audio cassette player. The main purpose of this stage activity is to help listener to develop the skill of eliciting messages. Listener must be paid attention in this stage. Underwood (1997, p.3) suggest following

activities for this stage:

- ) Distribution of text
- ) Proper instruction
- ) Teacher plays cassette player or reads the text for three times
- ) Students are requested to do the exercises
- ) Students are given another chance to listen
- ) Students check and correct their answers.

### **c. Post Listening Stage**

In this stage listener are given feedback and follow- up activities.

According to Underwood (1989, p. 74) "post listening activities embrace all the work related to a particular listening text which are done after the listening is completed". Following activities are included in this stage:

- Asking comprehension stage
- Asking to prepare a summary
- Asking to relate the text with their own experiences and write a composition
- Checking their answer
- Asking to have grammatical exercise
- Writing a brief report
- Transferring answer to the answer sheet .

In nutshell, above mentioned teaching listening techniques will be useful for this study.



## 2.2 Review of Related Empirical Literature

This chapter includes the details of reviewed studies.

A researcher should look the works of his/her elders to renew his/her knowledge in the particular study area. Many researches had been conducted in the field of listening skill. So the researcher will review some of the related major researches in the field of listening comprehension. Some of the related major researches and articles are reviewed here as follows:

Upadhyaya (2012) carried out a research on "Listening Comprehension Ability of Secondary Level Students." The main objectives of his study were:

- To find out listening comprehension ability of the students of secondary level
- To analyze the difficulty level, discrimination index of test items through item analysis
- To suggest some pedagogical implication.

He used both sources of data. He used test item for research tools which consists of five multiple choice and five true false questions in order to elicit the required data. His findings of the research were 34 percent testees were found to be highly advanced in listening because, they secured distinction in listening test. Almost all of them came to community based school from English medium boarding, 44 percent testees were advanced in listening comprehension, 18 percent students were found to belong to the average level in listening test who obtained between 40 percent and level in listening test who obtained between 40 percent and 50 percent marks, only 40 percent students belong to poor

level in listening.

Awasthi (2011) conducted a study on "Role of New- clips for Effective Listening Comprehension." The main objectives of her study were:

- To find out the role of news clips in listening comprehension
- To suggest some pedagogical implications.

She used both sources of data. Test items ( Pre- test, progress test and post test) were used as tools for data collection study. Findings of her study were; Three progress tests showed that better progress test students could not do better than the second and third. Eight students secured highest marks in first progress test whereas in second progress test, 10 students secured highest marks. Out of ten, nearly 25 percent and 37.5 percent students scored the highest marks in second progress test and third progress test respectively. But in first progress test 20 percent of the students scored the highest marks. It is because they found it very new, no student secured 9.5 out of 10 in pre-test where as in post-test 20 students secured 9.5 out of 10, the average score in pretest was 5.82 whereas average score in post-test was 8.93, 12 students secured above the average score in pre-test but in post-test 35 students secured about the average score and the lowest score was five in pre-test whereas the lowest score was 3 in post-test.

The researcher thinks remarkable progress is not seen. There are slight difference in the pre-test, progress test and post test.

Sharma(2010) carried out a research on "Listening Proficiency of the Eighth Graders."The main objectives of his study as following:

- To find out the listening proficiency of the eighth graders in Parbat district.

- To compare the performance of the students in private and government aided schools.
- To find out some pedagogical implications.

The tool used by him was questionnaire. He used both primary and secondary sources of data collection. His findings were ; the listening proficiency of Parbat was 66.2%, the average proficiency in listening comprehension of the students of private and government aided schools was found 75.70% and 56.64%, private school students were more proficient than government aided school students and he found the test items were compatible to the students of grade eight. In the researcher view his study was impressionistic and suffered from various pitfall.

Itani (2012) carried out a research on "Listening Proficiency of Bachelor's Level Students." The objectives of her study were as following:

- To find out the listening proficiency of bachelor's level of students on the basic IELTS.
- To compare their listening proficiency on the basic of faculty wise and gender wise.
- To suggest some pedagogical implications.

She used both sources of data collection. Listening test was used for research tool in her study. Her findings were; the average listening proficiency of the bachelor level students had been found- 20.14 i.e.49.90% according to the IELTS band score. Relating IELTS, they were found below the proficiency, bachelor level students of TU. secured only second division marks in terms of the evaluation of TU. Therefore, their listening comprehension ability was not adequate in terms of standard IELTS test since their score was modest, regarding the faculty

wise analysis the students of humanities and social sciences had obtained more score and female students were proficient than their counterparts.

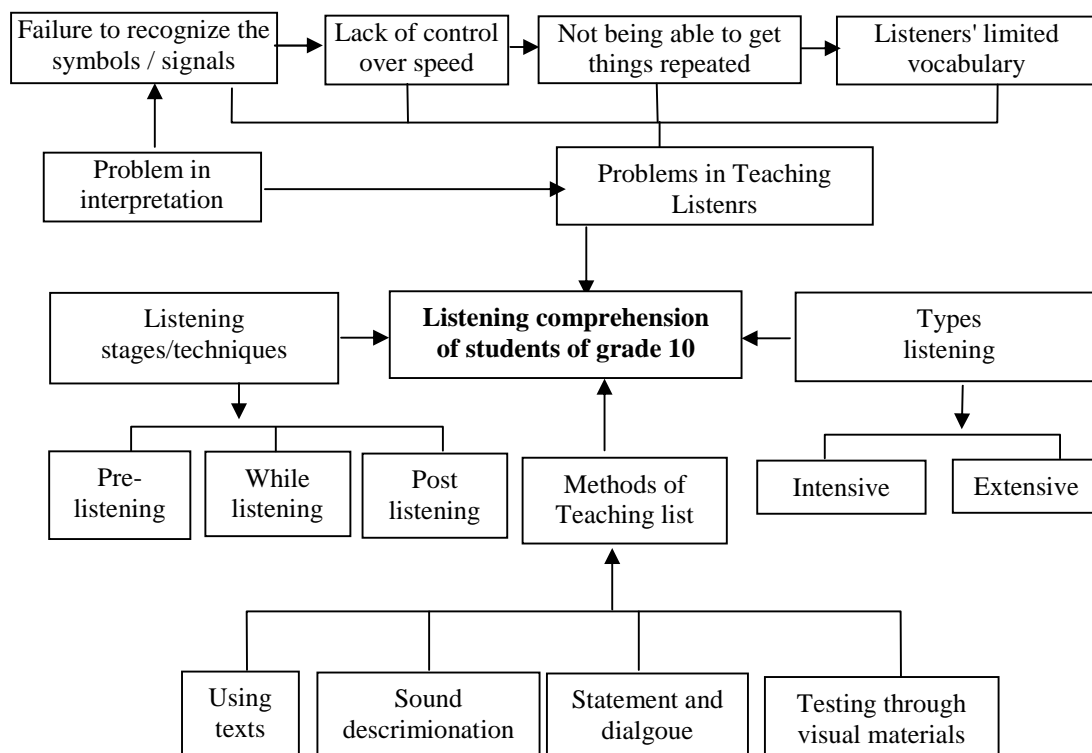
The above mentioned researches have been carried out in the field of the listening comprehension ability for various purposes. The purpose of this study is different from previous studies. The researcher hopes this study will be fresh research in the department.

### **2.3 Implication of the Review for the Study**

Though there are several researches related to the listening comprehension of grade 10 students but few researches are based on the listening comprehension ability of grade ten students in our department. After reviewing those researches, the researcher got many ideas which can be applied in her study. In the reviewed researches, the researchers had used different tools on their research works. On the basis of those research works, the researcher has formed the listening test items as a research tool. Those research works helped researcher to explore the theoretical concepts, to follow the related procedures and specially, to analyze the collected data on her study. The direct and indirect influence can be seen throughout the whole study.

## 2.4 Conceptual Framework

The following conceptual framework is conceptualized by the researcher:



The above conceptual framework clearly presents that how the researcher has conceptualized this research. Listening comprehension of grade ten students is basically based on the above mentioned issues based on the theoretical study.

## **CHAPTER–THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

The following methodology was adopted to fulfill the above mentioned objectives:

#### **3.1 Design and Methods of the Study**

In this study, the researcher followed mixed research design to find out listening comprehension ability of grade ten students in general and she followed survey research design. In this research, researcher visited different fields of the related area. Survey, needs large number of population to get opinion on particular issues, to assess certain educational program and to find out the behaviors of certain professionals and other. It studies large and small population or universe by selecting and studying sample chosen from the population.

In this regard Nunan (2010, p. 140) states "Surveys are widely used for challenging data in most areas of inquiry from politics to sociology, from educational to linguistics."

Likewise Cohen and Manion (1985 as cited in Nunan 2010,p.140) say :  
"Survey are the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through to small -scale studies carried out by single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and events at a single point in time."

From aforementioned definitions we can come to the conclusion that

survey researches which can be carried out in educational sectors.

In nutshell, survey research is conducted to eliminate important educational issues and data are collected from the population. Then those answers which are given by the sample are through that whole group given same type of information it means, researchers generalize the result obtained from the sample to the whole population it may scope from a large scale investigation plan (SIP) or even a small classroom study. Research is a systematic process of investigating. We cannot conduct research haphazardly, instead to conduct the research, goes in vain.

Cohen, et al. (2010, p. 209) have given the following stages of survey research.

- (a) Define the objectives.
- (b) Decide the kind of survey required.(e.g. longitudinal, cross-sectional, trend study and cohort study).
- (c) Formulate research questions or hypothesis (if appropriate: the null hypothesis and alternative hypothesis).
- (d) Decide the issues on which to focus.
- (e) Decide the information that is needed to address the issues.
- (f) Decide the sampling required.
- (g) Decide the instrumentation and the metrics.
- (h) Generate the data collection instruments.
- (i) Decide how the data will be collected.
- (j) Pilot the instruments and refine them.
- (k) Train the interviewers.
- (l) Collection of data.
- (m) Analyze the data.
- (n) Report the results.

In conclusion, we can say that survey research is one of the most important research use in educational investigation. It specially concerned with attitudes and behavior of the people about certain issues, problems and situation. The findings of survey is applicable to the whole group. Educational survey address the educational problems and generalize its findings on the basic of representative sample of a specified target population so the researcher plans to use survey research in her research design.

### **3.2 Population Sample and Sampling Strategy**

Fifty students from five community based secondary schools viz. Shree Gadhi Bhawani Ma. Vi. Thapala, Shree Mahendra Namuna Higher Secondary School Pasti, Shree Kanya Ma. Vi. Darchula, Shree Shankarpur Higher Secondary school Khalanga and Shree Rastriya Ma.Vi. Dattu, Darchula's grade ten students were the population of the study. Out of them, fifty students were the sample of this study. The researcher used purposive non-random sampling procedure to select the fifty students from five community-based schools . In the same way, she used the same procedure to select ten students from each school.

### **3.3 Study Area/Field**

This research was conducted inside Darchula district. ELT and listening comprehension ability was the study area of this research. Similarly, the secondary level learners, school administration and society of Darchula district was the study area of this research.

### **3.4 Tools for Data Collection**

In this study, the researcher has used listening test items as data collection tool where students were given five different listening test items.



### **3.5 Data Collection Procedures**

In order to collect data at first, the researcher contacted the school of the selected area. After she visited the selected schools first of all she asked the authority for permission. After getting permission, she built rapport with the students of grade ten. Then, fifty students were selected in which ten students from each of five community-based schools of Darchula district were selected by using purposive non-random sampling and listening test is provided. Similarly, she went to the class with recorded listening text then she provided the research tools and told them to listen carefully the recorded listening text . Then, she played the recorded materials to the students for three times . In this way, altogether fifty students from different five schools were tested. Finally, she has noted the individual and average scores on the basic of the their response.

### **3.6 Data Analysis and Interpretation Procedure**

The data collected in the study was presented and analyzed both statistically and descriptively.

## **CHAPTER–FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter deals with the results and discussion of the collected data. The results were derived through the intensive analysis of the collected data. The collected data were analysed and interpreted through both statistical and descriptive methods. Descriptive data have been analysed and interpreted descriptively in narrative form. The statistical data were analysed and interpreted using simple statistical tools. The researcher has presented the data using frequency tabulation, cross tabulation, charts and diagram as per to the need for the analysis and discussion of collected data.

#### **4.1 Analysis and Interpretation of Data**

This section includes the analysis, presentation, description illustration and discussion of the collected data. The discussion of the elicited data is mentioned in the following sub-headings.

##### **4.1.1 Itemwise Analysis of Different Test Items**

Under this sub-topic itemwise presentation and interpretation of different test items is presented. Separate items and their scores and percentage is mentioned as follows:

#### 4.1.1.1 Student's Performance in Short Answer Questions

The collected data from the field through the use of test items, the researcher found out that only 25 students from the respective school solved the short answer test which is mentioned in the following table:

**Table No. 1**  
**Short Answer Test**

Total student	Students attempted the test		Did not attempt the test	
	Boys	Girls	Boys	Girls
50 (s <sub>1</sub> -s <sub>5</sub> )	15	10	10	15
Average scores	66	39	Nil	Nil

The above table shows that, among the total number of students i.e. 50, 25 student attempted the short answer questions. Other 25 students left the test blank. Among those who attempted the question, 15 were the boys and 10 were the girls. Similarly, 10 boys and 15 girls didn't attempt the short answer question test. But only 15 students have scored more than 60% marks. From the table above it can be analyzed that only 50% students have somehow knowledge of listening in secondary level of Darchula district. Among them, boys were in majority.

#### 4.1.1.2 Analysis of the True False Questions

From the collected data from the respective schools (s<sub>1</sub>-s<sub>5</sub>) it was found out that, all of the students i.e. 50 students attempted the true/false test. But the data shows that they solve the test without comprehending it because 35 of them have only one correct answer out of five questions. This shows that they attempted the questions without

understanding/comprehending the listening text. The number of the students and the score of their test is given in the following table.

**Table No. 2**  
**Listening Text (T/f Questions)**

No. of students	Score	No. of correct answers
5	above 80	5
10	above 60	4
21	below 40	1
14	-	0

The above table shows that, all of the students have attempted the T/f questions but only 5 of them are best and ten of them are good but all the remaining others are poor in listening comprehension. From this table it can be synthesized that, the students who tried to learn something by themselves did better as in the first example. But it is not applicable for all students from different backgrounds. So, the government or the concerned authorities should think about this problem in the government schools of Nepal.

#### 4.1.1.3 Analysis of Match the Following Questions

From the collected data, it was recorded that all of the students (i.e. 50) of them have solved the match the following questions. But only 16 have scored the satisfactory marks i.e. above 40%. From (s<sub>1</sub>-s<sub>5</sub>) the following data was received.

**Table No. 3**  
**Match the Following Questions**

No. of students	Score	No. of correct answers
12	-	0
22	Below 40%	1
12	Above 60%	4
4	Above 80%	5

The above table shows the students number. Score they have acquired in (%) and the number of correct answers they have in their answer sheets. From the table it can be analyzed that only four students were best listeners to solve match the following questions. 12 students were good listeners because they have 4 correct answer in their answer sheets. All others were poor students because they didn't score the pass marks. From this data it can be said that, listening comprehension of the students of Darchula district is not satisfactory according to the planning and policy of the government and the claim of their educationists.

#### 4.1.1.4 Analysis of Rearrange / Put in Correct Order Questions

Through the intensive study of the collected data it was found out that only fifty percent (i.e. 25) students have solved this test. Among them, students have scored above 80% marks and only 6 students have scored

above (60%) marks. All the remaining students have scored below forty percent marks in put in correct order questions. The collected data is presented as it is in the table below.

**Table No. 4**

**Rearranging / Put in Correct Order Question**

No. of students	Score	No. of correct answers
3	above 80%	5
6	above 60%	4
16	below 40%	1
25	-	0

The above presented data shows the reality of the secondary level students' listening performance in rearranging / put in correct order items. Three students among 50 have scored, 100% marks which is notable in such a backward area. 6 of them have scored above 60% marks or they have four correct answers and all other were very poor i.e. below 40% score they have acquired. This shows the reality of teaching situation of the students of Darchula district in listening comprehension.

**4.1.1.5 Analysis of Tick the Best Answer Questions**

From the collected data it was found out that all of the students (i.e. 50) have solved this test. Among them 18 of them have secured above 40% marks. Among 18 students, 4 of them have secured above 80%, and 6 of them have secured above 60% marks in this test. All the remaining students couldn't secure pass marks (i.e. 40%). It means 38 students tailed the tick the best answer test which is shown in the following table.

**Table No. 5**  
**Tick the Best Answer Test**

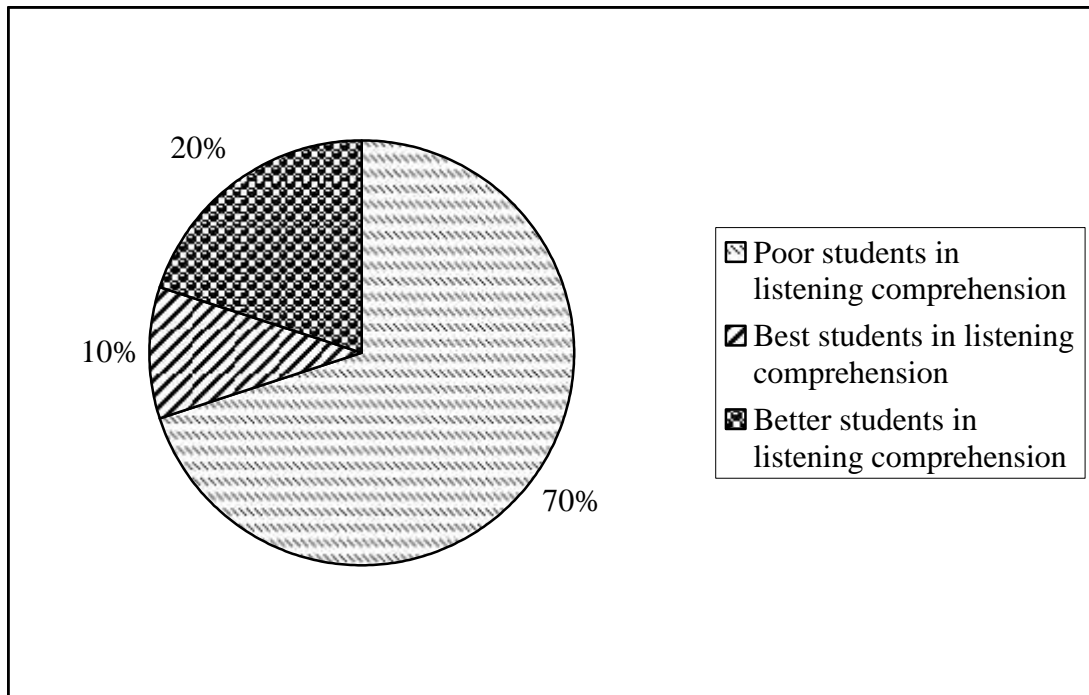
No. of students	Score	No. of correct answers
29	below 40%	1
6	above 60%	4
4	above 80%	5
11	-	0

The above table shows that four students have scored above 80% marks, six students have secured above 60% marks, 29 students have secured below 40% marks and 11 students have secured no marks in their answer sheets. From this analysis, it can be synthesized that, the students of grade ten in Darchula district are poor in listening comprehension which should be taken care by the concerned authorities and related personals.

#### **4.1.6 Overall Analysis of the Test Items**

By observing the collected data it was found out that, 70% of the students were poor in listening comprehension tests. They solved the test items without comprehending the listening test which is clearly seen in the collected data. Some (10%) of the students have done best, 20% of them were better in listening comprehension in the schools (S<sub>1</sub>-S<sub>5</sub>) in Darchula district. The overall presentation of the collected data is shown in the following pie-chart.

**Figure No. 1**  
**Listening Comprehension Ability of the Students**



The above pie-chart presents the objective of the study as well. The following comprehension ability of the student is transparently mentioned in the pie-chart. This shows that 70% of the total students (50) couldn't listen comprehensively. So they committed more mistakes in their answer sheets, 20% of the total students were average in listening comprehension because they have acquired pass marks and considered as better listeners in this study. And finally, only 10% of the total students were perfect listeners found in the study which is very low result according to the investment, claim and the assumption from the authoritl outlook.



## 4.2 Summary of the Findings

Summary of the findings of the study are listed as below:

- (i) Less priority was given to listening skill and it was considered as the secondary aspect of teaching and learning activity. Because of this, listening comprehension was very poor i.e. only 30% of the total surveyed students secured 60% marks other 70% of them, secured below 30% marks.
- (ii) Among the five test items viz. short answer questions, true/false questions, rearranging questions matching questions and tick the best answer questions 25 i.e. 50% of the students have left the exercise without answering the short answer and rearranging questions. Only 50% of them have solved the short answer and rearranging questions. This shows that only few of them understood the listening text properly.
- (iii) From the survey, the researcher found out that listening comprehension plays the vital role in learning English language but the due consideration was not given by the school authority and the administrative body because I even didn't find a tape recorder in some schools.
- (iv) Among fifty students, only 20 students i.e. 40% of them said that they have listened the listening text. But not in school.
- (v) Out of 50 students, five students were brilliant. They solved all of the questions/exercises and they secured above 80% marks. This showed that if there is desire there is the way. In my question "How did you make your listening comprehension better ? Almost

all of them said that, we learnt by listening English news in radio and we learnt by our own practice.

- (vi) From the intensive analysis of data, it was found out that most of the students i.e. 70% of them were poor in listening comprehension. Among them, almost all of them said that we couldn't understand the pronunciation of the text. Similarly, they were inefficient to cope with the vocabulary in the text such as - Thami, Tanjing, Gangala Ma Mingma etc. Through the analysis of the test items, I found out that- this is because of inefficient practice inside the classroom.
- (vii) The collected data showed that 70% of the total student solved the questions in the test items without comprehending the listening text. They solve their test items randomly and finished within the fixed time. This was found in the answer sheets of the students.
- (viii) Even though, there wasn't the good facility of teaching listening in all five schools some of the students i.e. (30%) solved listening test items. This showed that good students were curious to learn English language through listening as well not only reading, writing and speaking.

## **CHAPTER- FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

This section includes conclusion and recommendations of the study. The recommendations are mentioned in separate headings so that the concerned persons can understand easily.

#### **5.1 Conclusion**

This research was carried out to find out the listening ability of the students of grade ten in Darchula district. This study consists of five chapters viz. introduction, review of related theoretical and empirical literature and conceptual framework. Methods and procedures of the study, results and discussion and summary, conclusion and implications of the study.

In the first chapter the researcher presented the background of English language and listening comprehension, the position of the English language in Nepalese situation/ context and the importance of listening comprehension is also presented under this heading. Similarly statement of the problem, rationale of the study, research questions, significance of the study, delimitations and operational definitions of key terms used in the entire study are included.

The second chapter deals with both theoretical and empirical literature consisting of their objectives, methodology process and major findings. The influential and partially related researches were also reviewed in this section. After the review of related theoretical and empirical literature the researcher presented the implications of the review in the study. Finally the conceptual framework of the study which consists of the theoretical concept, process and result is clearly presented.

Similarly, the third chapter, contains the study design, population and sample, sampling procedure data collection tools viz. listening. Finally, the researcher mentioned the data analysis and interpretation procedure, the study through the inclusion of qualitative and quantitative interpretation of the study approaches.

Likewise, the fourth chapter includes results and discussion of the study. The listening comprehension level of the students of grade 10 in Darchula district was found below the average level. Which is mentioned in this section along with its supporting details. Finally, the fifth chapter presents the chapter wise summary of the study in the separate paragraphs. Conclusion which is considered as the summary of findings and implications of the study viz. policy level, practice level and further research level has been mentioned in separate headings.

Through the presentation, discussion and interpretation of the collected data, it was found that the listening comprehension ability of the students of grade 10 in Darchula district was taken as the secondary aspect of teaching and learning process in the schools and even by neglected by the most of the students in that area. From the test items collected from the students, it was found out that, majority of the students (i.e. more than 70%) were very poor in listening comprehension. Only 30% of them performed better in the listening comprehension tests. It was also found out that they thought that listening is guessing. So they solved the test items randomly in guessing not by comprehending. It was further found out that those students were talent or better in listening comprehension were better not because of their school environment but by their own practice. Furthermore, the researcher found out that listening comprehension played the vital role in teaching and learning process for the teachers as well as students. It was seen in the test items.

Those students who were good in listening tests were also better language learners. That means those students were first, second, third forth and fifth respectively in their school examinations as well. Since, the result showed the impact of listening comprehension in the English language learning process the school authority or concerned authorities should be careful that listening comprehension not only reading, writing, speaking. Then only the improvement can be seen in English language learning process.

## **5.2 Recommendations**

On the basis of above conclusions, the following recommendations have been suggested for different levels:

### **5.2.1 Policy Level**

- i) Listening comprehension ability of the students was found below the average level in the schools of Darchula District. This should be improved from the side of teachers and management bodies of the respected schools.
- ii) Government should apply the policy of compulsory listening classes in all the schools of Nepal which is only limited to the so called cities and developed areas.
- iii) The DEO should make the policy of regular supervision whether the teachers are teaching according to the curriculum or not.
- iv) Most of the students have solved the test items randomly i.e. by guessing. The school administration and the guardians should take care about their children in the comprehension tasks. This means, the teacher should check their students that what is the capacity of

their students in listening tasks. And their parents should be also sincere about their children. They should be sincere by self-questioning such as-“ Can my child understand the English listening test?”. So, such policy from the SMC and PTA (parent teacher association) should be implemented as soon as possible.

### **5.2.2 Practice Level**

- i) As English language is complex enterprise, students should be provide with the sufficient amount of exposure by including all four skills. But here the students are only practicing to read write, speak but less priority is given to listening activity. So, students should be involved in listening tasks to get mastery over the language.
- ii) Curriculum implementers (i.e. teachers) shouldn't run according to their own interest and easiness to perform their job but they should also try to make their students best listeners of English language.
- iii) The school administration should organize different workshops, seminars and discussion on the listening comprehension activities. So that the students can improve their listening power and comprehension power.

### **5.2.3 Further Level**

- i) This research will be valuable secondary source for the researcher.
- ii) This research will provide new research areas which are left to be investigated.
- iii) This study is limited to secondary level learners. Similarly other levels and areas can be investigated in the field of listening comprehension and English language learning.

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## APPENDIX-1

### Listening Text:

Tenzing Sherpa was born on May 15, 1914 in Thami. It is a small Sherpa village in the Solokhumbu district of Nepal. Khumbu lies near Mount Everest, which the Tibetans and Sherpas call Chomolungma, which in Tibetan means mother goddess of the earth. His childhood name is Namgyal Wangdi. His father's name Gang la Mingma and his mother's name was Dokmo Kinzom. His life was difficult in the village. He spent his days looking after the yaks. He got more interested in people who climb on Mount Everest so he ran away from home. He went to Darjeeling in 1932 when he was 18 years. He had got some education and joined with climber's group. In 1935 he carried loads of climbers and he reached up to height of 22,000ft with other Sherpas and he was happy. He could climb that height at beginning. In 1938 he went with Huge Ruttledge and reached the North col. In 1938 he went as high as 2700 ft. He continued to climb other mountains. In 1947 Tenzing went with Earl Denman to climb Mount Everest this time it was a group of only two people. They returned without Success in 1952 Tenzing climbed with a Swiss group. This time he was leader of the group. Finally in 1953 Tenzing went to climb Mount Everest with the British group under Colonel John Hunt. With Edmund Hillary, he reached the summit at 11.30am on May 29 at last, Tenzing Sherpa and Hillary had reached the top of the highest mountain in the world. His dream was fulfilled.

They returned to Kathmandu, thousands of people began to cheer "TENZING SHERPA ZINDABAD". He becomes the hero of Nepalese people. He had become an international hero.

## APPENDIX-II

**School:**

**Name:**

**Listening Test**

**Time: 25 minutes**

**Full Marks: 50**

- 1. Listen to the tape and write short answers to following questions (5x2=10)**
  - a. When was Tenzing Sherpa born?
  - b. Why did he go to Darjeeling?
  - c. Why is the year 1953 memorable?
  - d. What made Tenzing an International Hero?
  - e. What kind of was Tenzing?
  
- 2. Listen to the tape again and write "T" for true and "F" for false. (5x2=10)**
  - a. Mount Everest is the highest peak in the world.
  - b. Tenzing Sherpa was born in Darjeeling.
  - c. Later on he changed his name to Namgal Wangdi.
  - d. Life was difficult in Thami.
  - e. He left home at the age of eighteen.
  
- 3. Listen and put the sentences in correct order. (5x2=10)**
  - a. He had become an international hero.
  - b. Tenzing Sherpa was born on May 15,1914 in Thami.
  - c. In 1938, he went with Huge Rutlege and reached north cole.

- d. In 1953, he climbed Mount Everest.
- e. He went Darjeeling in 1953.

**4. Match the following (5x2=10)**

- |                                   |                 |
|-----------------------------------|-----------------|
| a. Tenzing Sherpa was born.       | 1. In 1932      |
| b. He joined with climbers' group | 2. May,15 1914  |
| c. His fathers' name was          | 3. Gagla mingma |
| d. He went Darjeeling             | 4. In 1935      |
| e. He climbed Mount Everest       | 5. In 1953      |

**5. Tick the best answer (5x2=10)**

1. Tenzing Sherpa was born :  
 a.in1932                      b. in 1914                      c. in 1923
2. His fathers' name is :  
 a. Gangla la Mingma      b. Dawa Sherpa      c. Deny Lama
3. His childhood name is :  
 a. Namgyal Wangdi      b. Gangla      c. Tshering Sherpa
4. Khumbu lies nearest :  
 a. Mount Everest              b. Annapurna      c. Ganesh Himal
5. Another climber with him was:  
 a. Earl Denm              b. Edmund Hillary      c. another Sherpa