

CHAPTER-ONE

INTRODUCTION

The present research entitled “Listening English News for Language Development” carries five chapters. General background of the study, statement of the problems, rationale of the study, significance of the study and delimitations of the study come under introduction chapter. The reviews of the related literature, theoretical and conceptual framework are included in the second chapter. The methods and procedures of the study include research design, study population, sampling procedure and other related components which come under the third chapter. Results and discussions are given in the fourth chapter and summary, conclusions and implications are presented in the final chapter.

1.1 Background

Language is the means of human communication system. It is the species specific and species uniform possession of human beings. It is the worldwide medium to express and to exchange human thoughts, feelings, ideas, and emotions.

Language skills refer to the modes or manners of using the language. Listening, speaking, reading and writing are called the four language skills. Learning a language means to be able to listen the language, to speak the language, to read the language and to write the language. Listening and reading involve receiving messages and are therefore often referred to as receptive skills. Speaking and writing, on the others hand, involve language production and are therefore called productive skills.

Listening is the activity of paying attention and recognizing the sounds in isolation or in connected speech to get the meaning from what we hear. It is an art of interpreting speech that we receive through ears. According to Underwood (1989), "Listening is the activity of paying attention to and trying to get meaning from something we hear". It is the ability to understand others what they are saying. There involves understanding of a speaker's accent or pronunciation, his grammar, his vocabulary and grasping his meaning. An able listener is capable of doing those four language skills. Listening is the first language skill that a child acquires. Listening starts early in one's life. It automatically develops as the child grows up if he is physically not defected. It becomes an inevitable part of one's life.

Listening involves making sense of spoken language, normally accompanied by other sounds and visual inputs, with the help of our relevant prior knowledge and the context in which we are listening. However, rather than thinking of listening as a single process, it is a bundle of related processes: recognition of the sounds uttered by the speaker's perception of intonation patterns showing information focus, interpretation of the relevance of what is being said to the current topic.

1.1.1 English Language Teaching in Nepal

Since English is an international language, its teaching takes place all over the world. In Nepal, English has been used as a means of interaction and medium of writing by the people from educated and elite circles since the Rana regime. Although the standard and value of English persists all over the world, we cannot say whether its teaching should take place in a native-like environment or not. We are still using the grammar-translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students and we have no longer we are using communicative

method and task based learning methods. We do not know which method is suitable for us. Thus, standard of ELT in Nepal is yet to be ascertained.

There is no doubt that English has got ovation in Nepal in its use in pedagogy, mass media and so on. But because of the lack of its professional development teaching of the English language does not seem to go satisfactorily, generally there are two factors affecting the effective teaching of the English language: socio-linguistic situation of Nepal and lack of expertise in ELT. Former is concerned with multilingual nature of Nepalese society. According to the census (2001), there are more than 92 languages having different status which are grouped under four language families: Indo-Aryan, Tibeto-Burman, Dravidian and Astra-Asiatic group. Among these languages, Nepali is only the language which has entertained the status of the official language and is used mass media and in politics. Because of this mono-model language policy, children from speech communities other than Nepali face many difficulties such as dropout, low rate of achievement, etc at their primary level.

However, from 2028 B.S., a change came in the English language teaching scenario of the country and English was introduced from grade four to graduate levels. Nowadays, it has been taught from grade one to graduate level. In the present situation, out of the total approximately 31 thousand primaries to higher secondary schools, almost half of them are English medium ones. People with English medium background feel more comfortable in the English medium classes though they cost the maximum to the clients. In Nepal, there are some non-governmental organizations helping to develop English. Specially, Nepal English Language Teachers' Association (NELTA) is mostly facilitating the English language teachers and learners. The role of these organizations is to make the English

language accessible to the people of different areas. Thus, such organizations play the role of bridge.

1.1.2 Teaching Listening Skills

Generally listening is the activity of paying attention and recognizing the sounds in isolation or in connected speech to get the meaning from where we hear. Listening is vital in the language classroom because it provides input for the learner. In language classroom, listening practice is important because language skills are the combined form of listening, speaking, reading and writing. Learning to listen a foreign language starts with the ability to recognize and discriminate the speech sounds of that language.

1.1.3 Components of Listening

A component of Listening practice, 'pronunciation' is supported to be taken as the component that deals with whether or not the learners can discriminate that sounds they hear , whether or not feel the roles of stress, intonation, they listened. The listeners are expected to be able to correlate the sounds with the respective symbols. Listening comprehension is also the core component of the listening activity. There is no point in listening any text if there is no comprehension at all. Thus, the components of listening skill can be pointed out as below:

- i. Recognition and discrimination of speech sounds
- ii. Recognition and discrimination of stress and intonation
- iii. Sound and symbol correlation
- iv. Comprehension and interpretation

The efficient listeners can recognize and discriminate the sounds, stress and intonation.

Learning to listen a foreign language starts with the ability to recognize and discriminate

the speech sounds of that language. Thus, the second language learners should also be trained in order to acquire all the components of listening skill.

1.1.4 Difficulty Factors of Listening

Listening second language for its development is the problematic as well as the funny activity. Research over the past number of years has attempted to make a particular listening lesson difficult or easy for the foreign language learners. Among the researcher of that Rubin's (1994) work is the most notable. Some of the difficulty factors in listening second language by the scholars (Harmer, 2008.) are as follows:

- i. Text characteristics
- ii. Interlocutor characteristics
- iii. Task characteristics
- iv. Listener characteristics
- v. Process characteristics

1.1.5 Aspects of Listening

It is obvious that listening is the first of the basic skill of the language skills. The ultimate constituents of language are its sounds or its phonic substance. Therefore, the first requisite for understanding and speaking a language is the ability to discriminate between the contrasting units of sounds in the language.

Listening skills is of different aspects. On the basis of the phases of listening, listening is of two aspects; listening perception and listening comprehension (Underwood, 1989).

Perception means the ability to see, hear and understand. Listening perception requires a listener to detect different kinds of acoustics signals, and to judge differences between them according to differences in such acoustics characteristics as their frequency,

amplitude duration, order of occurrence, and rate of presentation. Simply saying, listening perception is the ability to recognize and discriminate between contrasting sounds and combination of sounds. It is the listener's ability to recognize sound elements in the stream of sounds which does not include comprehension and understanding.

On the other hand, comprehension is the power of understanding. It is the process by which a person understands the meaning of written or spoken language. So far as listening comprehension is concerned, it is the analysis of the utterances into segments and identifies the linguistic units. In simple word, building interpretations and utilizing those interpretations. It is the most important and fundamental skill of language learning.

1.1.6 Materials for Teaching Listening

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 begin.

Listening is thus, fundamental to speaking.

While engaging students in listening activities, we can use different kinds of materials; some recorded ones, some reading materials that are read by teachers themselves and some other types such as visual materials, etc. Different course books, articles, audio-video cassettes, teachers, etc. are also the materials for teaching listening.

Some of the listening materials can be classified as:

i. Authentic vs. non-authentic materials

ii. Live vs. recorded materials

iii. Activities within language skills

Any text is 'authentic' if it was produced in response to real life communicative needs rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken, and in relation to any kind of situation of language use.

A text purporting to be a radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it is produced however skillfully for some other purpose, e.g. as an imitation of a radio news bulletin for purposes for language teaching.

Live materials are usually situational and reflecting real life activities. They may be radio or television programs broadcast broadcasted from the place of actual happenings whereas recorded materials are permanent ones and for later use or reference. For the classroom practice, both recorded types of materials.

One skill cannot be performed without another. Usually skills go in unison. That is why we may call integrated skills. And that approach which includes more than two skills is integrated approach. So far as listening, it does not end in itself but we go together and must go together with other skills- speaking, reading and writing.

1.1.7 Techniques for Teaching Listening

The knowledge on sub-skills of listening, purposes of listening, process of listening, authenticity in listening and so on are important while designing tasks during teaching listening. Teaching of listening is a combination of different types of activities performed in different stages. According to Underwood (1989), techniques of teaching listening is divided into three different stages:

- i. Pre-listening stage
- ii. While-listening stage
- iii. Post-listening stage

It is unfair to push the students directly into the listening text while teaching listening. It is very important to carry out some preparatory task before exposing the listening text to the students. This type of preparatory work is done in pre-listening stage and activities

performed in this stage are pre-listening activities. These activities aim to facilitate comprehension, generate interest, and create motivation and builds confidence in the students during pre-listening stage (Underwood, 1989).

In while-listening stage, the students listen to the text carefully and do the various tasks. The purpose of this stage is to help the learners develop the skill to elicit the information from the spoken language. Students get the opportunity to listen how the language sounds and use it as the model for their own speech. “In while-listening stage, the teacher directs the tasks for students, and the students listen for accomplishing the tasks” (Underwood, 1989).

Post-listening stage is the final stage comprising all the activities performed after the listening of the text is completed. It consists of the follow up activities and extension of work done at previous stages. The main purposes of this stage are to check whether students have understood what they were supposed to understand and whether they have completed the given tasks (Underwood,1989).

1.2. Statement of the Problem

English language has been increasing day by day because of diverse needs, expectations, heterogeneity of language and opportunities for exposure. Teaching learning process is mainly concerned with learners, teachers and parents whereas much responsibility of teaching learning process conducted in the language classes and its success and failure should bear by teacher. Language learning process is triangular in coordination in which all three concerned agents should have mutual help and interdependent for the educational system improvement.

The main objective of the study is to find out the effectiveness of news for language development in EFL context. In Nepalese context, listening practice is not given importance which lacks the efficiency for the enhancement of language skills. To end this conception and to provide equal emphasis, this topic is selected. The problem was selected to enhance the listening habit of language learners and to provide some effective pedagogical implications in the field of ELT.

1.3. Rationale of the Study

The present research entitled “Listening English News for Language Development” is carried out to find out some of the basic features of listening skills and the materials used in teaching listening. The rationale behind this research is to identify the effectiveness of English news as effective learning materials for language development in secondary level students which have significant contribution in language. Teaching learning process is mainly concerned with learners. The main problem of English language teaching in Nepal is that listening practice is not given importance which lacks the efficiency for the enhancement of language skills. In language classroom, listening practice is important because language skills are the combined form of listening, speaking, reading and writing. When the students listen to the audio or their teacher’s speaking that they will be learning to use language contextually. To emphasis learners towards listening skills to enhance their language skills this research will be helping hand. Students not only listen news but also develop listening proficiency.

To the end the study helps to discover fact around the language classroom and students. The problems of listening skills, the steps that are required to overcome those problems by the involved personalities as well as the matter of challenge how the pedagogy of

practice can be adopted and accommodated to bring great reform in language teaching and learning.

1.4. Objectives of the Study

The objectives of the study are determined as following:

- i. To find out the effectiveness of English news for language development in EFL context.
- ii. To compare the listening proficiency of controlled group and experimental group.
- iii. To suggest some pedagogical implications.

1.5. Research Questions

This study will be oriented to find out the answers of the following research questions:

- a) What are the roles played by audio news for language development?
- b) How effective materials are news-clips for teaching listening comprehension?
- c) What are the steps applied in teaching listening comprehension?
- d) What are the differences between recorded audio and news-clips?
- e) What are the differences between controlled group and experimental group?
- f) Are recorded English news relevant teaching materials for listening development of the students?

1.6. Significance of the Study

Teaching listening is the primary teaching skill in language. The one who cannot focus in listening cannot master his/her language teaching as well as learning. Language develops initially from listening. Language develops through listening materials like News (recorded and live) which helps learners to achieve the goal of language learning. The study is very important because it tries to study the effectiveness of listening English

News for language enhancement in EFL context. My study will be useful to the novice teachers who have just begun their teaching career. This study will be equally be beneficial to in service teachers also as it is concerned with the listening skills. Similarly, this study will be fruitful to curriculum designers, textbook writers and policy makers.

1.7. Delimitations of the Study

The study has the following limitations:

- i. The study was limited to a private school.
- ii. The study was confined to Grade nine.
- iii. Thirty recorded news bulletins from Radio Nepal were used to teach listening comprehension to the students of experimental group.
- iv. The data of the study were collected after administering the tests.
- v. Listening texts prescribed by CDC were played for controlled group.
- vi. Recorded English news were played for experimental group

1.8. Operational Definitions of the Key Terms

The following important terminologies are used in this research paper.

Comprehension (N)- the ability to understand

Interpretations(N)- the particular way in which sth is understood or explained

Live(Adj)- not recorded or real

Authentic(Adj)- known to be real and genuine and not a copy

Proficiency(N)- the ability to do sth

Acoustic(N)- the sense of hearing

Perception(N)- an idea, a belief or an image you have as a result of how you see or understand sth

Broadcast(V) – to sound out programs on radio or television

Accomplishing(V)- completing sth.

CHAPTER-TWO

Review of Related Literature and Conceptual Framework

This chapter consists of the detail of reviewed studies and their implications on the study. In the same way, the theoretical concepts and conceptual framework also be included under this chapter.

2.1 Review of Empirical Literature

There are a few researches related to listening skills and listening comprehension. This area is one which is mostly researched in the field of language teaching and learning.

Acharya (2001) carried out a research on "The Effectiveness of Recorded Materials in Teaching Listening" to find out the recorded materials as an effective materials in teaching listening. He used recorded materials and live materials in teaching listening at Grade Ten. Mainly two materials i.e. recorded and live materials were used in teaching listening. It was also found that recorded materials are better in comparison than the live materials in teaching listening.

Aryal (2001) carried out a research on "A Study on Listening Proficiency of Grade Ten Students" to find out the listening proficiency of Grade ten students of public schools. He applied various listening comprehension tests from seen and unseen texts to get the findings. It was found that no significant difference was seen in the performance of students between seen texts and unseen texts while they developed listening habit.

Adhikari (2005) conducted a research on "Proficiency in Listening Comprehension of Grade Nine Students" to reveal out the proficiency in listening comprehension of Grade Nine students. The researcher used listening comprehension tests from the recorded audio

materials. The study revealed that the students of Grade Nine are found to be good in their listening comprehension if the teacher build English atmosphere.

Neupane (2005) carried out a research on "Listening Comprehension Ability of the Secondary Level Students" to find out listening comprehension ability of the secondary level students in public schools. The researcher applied progressive tests and speaking tests after teaching listening in the secondary level classes. It was come with conclusion that the listening comprehension of the secondary level students will be good if it is taught applying integrative method to teach listening comprehension.

Chapagain (2005) conducted a research on "Proficiency in Listening Comprehension of Grade Nine Students" to find out the proficiency in listening comprehension of Grade Nine students of a public school in Kathmandu. He conducted a research by applying various listening comprehension tests especially progressive tests from different tools like seen texts, unseen texts from newspaper and audio recordings. It was concluded that Grade nine is below the level in language proficiency generally accepted by most of the academic institutions in English speaking countries.

Khadka (2006) carried out a research on "Proficiency in Listening Comprehension: A Study of Bachelor level Third year Students" to find out the proficiency in listening comprehension of Bachelor level third year students on the basis of TOFEL standard findings. The researcher used TOFEL tests to test the listening comprehension of the students in progressive way. It was found out that the students were not proficient in listening comprehension on the basis of TOFEL standard findings initially but eventually in progressive way they got proficient.

Awasthi (2011) conducted a research on "Roles of News-Clips for Effective Listening Comprehension" to find out the role of news-clips in listening comprehension. The researcher used pre-test, progressive test and post-test as tools for data collection. It was concluded that students have progressed a lot in post-test in comparison to pre-test. The listening comprehension has been developed rapidly from pre-test to post-test.

Although there are some researches carried on listening skills, there has no research done yet on listening English News for language development in ESL context. It is necessary to emphasize the real News in target language for enriching the language status. For that reason the research is going to be carried.

2.2 Implication of Reviewed Literature

Although there are some researches carried on teaching listening, no research has been done on listening news for language development in EFL context. It is significant to mention here that listening to news is a very important aspect of language teaching because of the fact that language is primarily manifested through listening form.

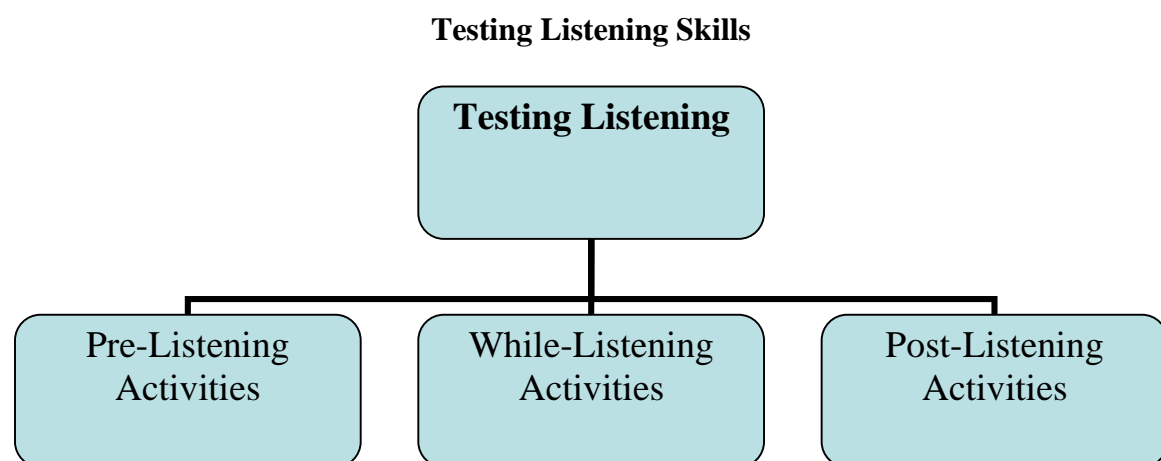
Therefore, it is necessary to have research to conduct listening news in language class and its progress of seven reviewed literatures is some extent related to study. After reviewing these works I have grabbed a lot of ideas regarding my study. I got ideas on the process to carry out different tests. Similarly, they have used some tools like pre-test, progressive test and post-test which will be efficient for me as well to carry out the research. These all things will help me to explore the study.

2.3 Conceptual Framework

Listening English generally means listening recorded or live English news through the medium of radio and recording devices. Generally listening is the activity of paying

attention and recognizing the sounds in isolation or in connected speech to get the meaning from where we hear. It is an art of interpreting speech that we receive through ears.

Listening is the communicative skills; almost all of us human beings use it most frequently. We probably spend more time using our listening skill than any other kinds of skills. Various studies have shown the importance of listening and pointed out that many of us spend 70 to 80 percent of our working hour in some form of communication at that time, we spend about 9 percent in writing, 16 percent in reading, 30 percent in speaking and 45 percent in listening. So, listening is the most used communicative skill. (Retrieved from <http://extention.missouri.edu/explore/comm./cm150.htm>)



Components of Listening Techniques

-) Recognition and discrimination of speech sounds
-) Recognition and discrimination of stress and intonation
-) Sound and symbol correlation
-) Comprehension and interpretation

CHAPTER- THREE

METHODS AND PROCEDURES OF THE STUDY

The researcher has adopted the following methodology which fulfilled the objectives of the study.

3.1 Design of the Study

The research topic itself reveals the nature of the research. To carry out the study, the researcher adopted the experimental research. As the purpose of experimental research, the researcher should experiment the title in experimental group. This study is experimental in nature because of the following reasons:

- i. This study was conducted to identify the effectiveness of English news in EFL context for language development.
- ii. The large class was divided into two groups i.e. experimental and controlled groups.
- iii. Different tests were taken to experiment the objectives and hypothesis.
- iv. Many experimental classes were taken in both groups.

3.2 Population and Sample

The population of the study was 30 students of Grade nine of Sacred English school of Itahari. The sample population of the study was fifteen students for experimental group and fifteen students for controlled group of Sacred Heart School of Grade nine section B.

3.3 Sampling Procedure

The sample population was sampled using non-probability purposive sampling (See Appendix VII).

3.4 Tools for Data Collection

The tools that I used to collect data included pre-test, progressive tests and post-test. The pre-test and post-test consisted of the same items whereas progressive tests consisted of the test items based on the recorded English news for Experimental group and Listening text prescribed by CDC for controlled group (See Appendix II).

3.5 Data Collection Procedure

The study was experimental so that the researcher included different tests to collect the data. The researcher visited the selected school and explained the objective of his visit to the concerned people. He took permission from the administration to carry out the research and to teach at least twenty classes at Grade Nine. Then, he met the students and told the advantages they would achieve from the study. He conducted the class in experimental group and controlled group. He administered the tests and kept record of students' progress. After teaching twenty classes, he administered the post-tests. Finally, he analyzed the individual scores of different tests using statistical and simple descriptive methods and came in conclusion (See Appendix-VI).

3.6 Data Analysis and Interpretation Procedures

This chapter presents the analysis and interpretation of data collection procedure. The main aim of the study was to find out the role of the news in effective listening comprehension of the students of grade nine of a private school of Itahari. Qualitative

data was analyzed and interpreted with the help of statistical computations like; mean, median, T-test,etc. They are presented and displayed in various tabular and graphic forms.

For this task I have tabulated and analyzed the data in the following order:

- a) Analysis and interpretation of classroom teaching
- b) Analysis of individual test scores obtained through pre-test, progressive tests and post-test.
- c) Analysis and comparison of experimental and controlled group.

This study primarily aims at finding out the effectiveness of listening English news for language development in private English medium school. The information is tabulated and discussed after the classroom teaching by using statistical tools like tables, bar-diagram, T-test, etc. All these statistical tools have made this analysis and interpretation comprehensive.

The required data from the respondents were collected, checked and rechecked. The result of the pre and post tests of both groups were tabulated and interpreted to find out the effectiveness of English news for language development in EFL context. As this is the core part of the research analysis and interpretation of data had been carried out in this section. Data are obtained from the due effort of the experimental study. Since it is an experimental research, it requires a lot of information from the practical field. As major objective of this research was to find out the effectiveness of English news for language development in EFL context, the data were presented comparatively in overall, Group-wise as Item wise respectively by the help of different statistical tools like percentage, tables, charts ,calculate mean and T-test,etc.

CHAPTER- FOUR

RESULTS AND DISCUSSION

The results and discussions of data collected from the classroom teaching have been presented in this chapter.

4.1 Results

The present study (see Appendix-VI) shows the following mentioned results:

- a. The study shows that teaching listening through authentic recordings is more effective in comparing with the traditional ways of teaching. In each and every category, the experimental group was better than controlled group.
- b. The overall performance of experimental group is 80.98 in different categories whereas control group has only 56.17 in average score percentage. The average difference in the percentage of experimental and control group is 24.81 % . So teaching listening through English news-clips had better impact.
- c. The average proficiency in the true false test items reveals that group A has 0.3 whereas group B has 1.4 in Pre- test. It shows 1.1 differences in post-test within the groups.
- d. The average percentage of experimental group in pre- test was 26. But, it reached 76 after treatment with authentic news record for 30 days whereas control group increased by 28% to 32 % in Pre-test and Post –test respectively after treatment with usual technique in spellings items.
- e. The average proficiency in matching items revealed that experimental group scored 31% average score in pre-test. It reached 78.5% on post test whereas control group achieved 56.5% in pre-test. It reached 69% on post-test. It shows

that the performance of experimental group is better than control group after treatment.

- f. Using authentic listening materials in teaching pronunciation of words has relatively better impact in language development. Group A increased by 42% in post – test but group B increased by 28%.
- g. It also reflects the positive attitude towards experimental group in the test item True False. The experimental group scores out in post test by 77 average percentages but the control group scored no more than 56% in post test. So, the teaching True False item with authentic listening materials is more effective technique than usual technique.
- h. The average proficiency in fill in the blanks items reveals that experimental group achieved 38% average score in pre-test. It reached 77% on post test whereas control group achieved 37% pre-test. It reached 56% on post-test. It shows that the performance of experimental group is better than control group.
- i. The authentic materials listening technique had better impact on the performance of experimental group in multiple choice items in post-test by 78% average score where as the control group scored only 50% in post-test.
- j. In the test significance of mean achievement, experimental group increased from 25.33 to 39.86 in average score where as control group only increased from 22.67 to 30.06 in average score. It also shows better performance of experimental group.
- k. Similarly, in test significance of mean achievement score (t-test), the null hypothesis (there is no significant difference between the mean achievement score of experimental and control group on post-test, table no 11,12) is rejected. This means, there is significant difference between the mean achievement score of the

experimental and control group due to uses of authentic listening material; i.e. English news.

4.2 Discussion of Activities from the Classroom Teaching

In this section, I have presented activities that took place during my teachings. I taught listening through news-clips for thirty days. The recorded news clips were selected from Radio Nepal.

4.2.1 Pronunciation

Teaching pronunciation through recorded news was really motivating. Initially, they got confused while listening to the recorded news. It was due to the lack of listening habit. However after listening for many times they were able to pronounce the words as the news. Gradually they developed their acoustic proficiency in grabbing pronunciation. Eventually they got succeed.

4.2.2 Sentence Formation

Teaching sentence formation was the next area of teaching. The students of experimental group were played news that was recorded. At first they could not form sentences but finally they were able to form their own sentences.

4.2.3 News-Reading

During the course of listening English news, some lessons were determined to act as news reader. For that the researcher translated the audio recording into graphological form. Initially teacher read the news. Secondly the students themselves tried to read the news in groups.

4.2.4 Questioning and Answering

Based on the listening texts the researcher asked questions to the students in both groups, after listening to the recorded news, students were given questions; short answer type and objective questions. In the initial days of teaching, they could not do well but gradually they developed the performance and at last they did well.

4.2.5 Role of Students

Students were divided into two groups 'A' group and 'B' group. 'A' group was the target group of the study so that they were espoused more in comparison to 'B' group. Students played active role. They were very interested in listening to the recorded news and they participated actively in exercises and got succeed in the study.

4.2.6 Role of Teacher

Teacher remained active to the both groups. He provided exposure in students' learning activities. He co-coordinated and assisted in students' confusion.

4.3 Comparison of Controlled Group and Experimental Group

4.3.1 Overall Comparison

The result of both Pre-Test and Post- Test of experimental and controlled group is compared that is shown in the following comparative table.

The holistic table below shows that the average score percentage of group A is 80.98 in different categories whereas group B has 56.17 average score percentage. Group A performs better than Group B. The average difference between group A and group B is

24.81%. So this result of group A and B in regards of the sixth test item shown in comparative table asserts that group A has got better achievement than group B.

Table: 1 Overall Performance

Figure 1 Overall Performance (See Appendix-VI for detail table)

S.N.	Test Items	F.M.	Group 'A' in %	Group 'B' in %	Difference / Between 'A' & 'B'
1	Pronunciation	5	90.6	72	18.6%
2	True False items	5	86	58	28%
3	Spellings items	5	76	32	44%
4	Fill in the blanks	10	77	56	21%
5	Multiple Choice	5	78	50	28%
6	Matching Item	20	78.3	69	9.3%
Total Score		50			
Average Score			80.98	56.17	24.81%

The above table 1 shows the overall performance of the group 'A' i.e. experimental group and the group 'B' i.e. controlled group in post test. In which group 'B' has got more percentage to group 'B'. The average score in Post test of group 'A' is 80.98% whereas group 'B' has 56.17%. The difference between group 'A' is greater by 24.81% than group 'B'.

The table also makes clear that average percentage of group A is more in overall performance because of the English news and regular practice whereas group B also improves somehow in post –test. It shows that post-test score increased normally in group 'B'.

4.3.2 Group-Wise Comparison

The table two shows the difference between the average score and difference percent of the experimental and control group in pre-test and post-test as a whole.

Table: 2 Performances of Both Groups in Pre- Test and Post- Test

Group	Pre-Test Score			Post-Test Score		Difference	
	F.M.	Av.	Av.%	Av.	Av.%	In Av.	In Av.%
A	50	25.3	50.6	39.86	79.7	14.5	29.1
B	50	22.6	45.2	30.06	60.1	7.4	14.9

The table 2 shows that there is a huge difference between the result of Pre- Test and Post –Test of group 'A' and Group 'B'. Group 'A' scored 25.3 average score in Pre-Test and Group 'B' also scored a similar mark that is 22.6 but, in Post –Test, Group 'A' has performed better than Group 'B'. Group 'A' scored 39.86 average marks whereas 'B' had got only 30.06. The difference between Pre-Test and Post- Test of Group 'A' is 9.8. But, the difference between Pre-Test and Post- Test of Group 'B' is only 7.46 as a whole.

4.3.3 Item-Wise Comparison

This topic refers to the difference between two groups in two different tests (Pre- Test and Post- Test) items. In this topic, there are six different comparative tables and each table shows the difference between average score, average percentage etc. The tables are:

- i. Average proficiency in pronunciation items
- ii. Average proficiency in True False items
- iii. Average proficiency in Spelling
- iv. Average proficiency in Fill in the Blanks Items

- v. Average proficiency in Multiple Choice Items
- vi. Average proficiency in Matching Items

4.3.3.1 Average Proficiency in ‘Pronunciation’ Items

The performance of the students in making sentences item in Pre- test and Post- test is given below

Table: 3 Average Proficiency in ‘Pronunciation’ Items

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	36	2.4	48	68	4.53	90.6	2.13	42.6
B	33	2.2	44	55	3.6	72	1.4	28

This category consists of five items, each item contains 1 mark. The above table displays that group 'A' has 2.4 average score in Pre- test and 4.53 average score in Post-test. On the other hand, group 'B' has 2.2 average score in Pre-test and 3.6 in Post-test. There is slight difference between Pre-test and Post test of group 'B'. Group 'A' scored 42.6 % difference between Pre- test and Post-test whereas group 'B' has scored only 28 % difference between Pre- test and Post- test. The score percentage shows that there is much more variation between group 'A' (90.6 %) and group 'B'. (72 %)

4.3.3.2 Average Proficiency in True / False Items

The performance of the students in True/false items in Pre-test and Post – test by both groups (A and B) is given below:

Table: 4 Average Proficiency in True / False Items

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	42	2.8	56	65	4.3	86	1.5	30
B	37	2.5	50	43	2.9	58	0.4	8

This category consisted of 5 items, each contains 1 mark. The above table displays group 'A' has 2.8 average score in pre- test and 4.3 average score in post test whereas, group 'B' has 2.5 average score in Pre-test and 2.9 in Post-test. There is slight difference between Pre-test and Post-test of group 'B. Group 'A' scored 1.5 differences between the pre- test and Post-test whereas group 'B' scored only 0.4 difference between the Pre- test and Post-test. The score percentage show that there is much more variation between group 'A' (86%) and group 'B' (58 %).

4.3.3.3 Average Proficiency in Spelling Items

This table shows the average proficiency in the test item changing number in pre test and post test performed by group A and group B students.

Table 5: Score Achieved in Spelling Items

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	20	1.3	26	57	3.8	76	2.5	50
B	22	1.4	28	24	1.6	32	0.2	4

This category consisted of 5 items. Each item carried 1 mark. The above table presents that the group A has 1.3 average score in pre- test and 3.8 in post-test. These groups increased by 2.5 average marks between pre-test and post-test. Group B has 1.4 average score in pre-test and 1.6 in post-test. It has no more improvement as there is only a progress of 0.2 in average. Group A has 26% in pre-test and 76 average percent in post-test. It shows a huge improvement. It increased its mark by 50%. Group B has the 28 average percent in pre-test and 32 % in post test. But only 4% increased, no great improvement is observed at all. By this, the above table shows that the group A learned more effectively than group B.

4.3.3.4 Average Proficiency in the Fill in the Blanks Test Items

The table 6 shows the performance of group A and group B in fill in the blanks test items in both pre test and post test.

Table 6: Score Achieved in Fill in the Blanks

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	56	3.8	38	115	7.7	77	3.9	39
B	55	3.7	37	84	5.6	56	1.9	19

This category consists of 10 items and each item carries one mark. The above table reveals that the average score of group A in pre-test is 3.8 and 7.7 in post -test. The students performed better in post-test by 3.9 average score.

Group B has the average score in pre-test was 3.7 and 5.6 in post-test. It shows only 1.9 different score between pre- test and post-test.

The group A has 38 average percent in pre-test and 77% in post-test. Group 'A' increased for better score (39%) in post test. But, group 'B' increased 19% in post test.

So that, the students of group 'A' shows better performance in post test than group 'B'.

4.3.3.5 Average Proficiency in Multiple Choice Items

The performance of the students in multiple choice items in pre test and post test by both groups (A and B) is given below.

Table 7: Score Achieved in Multiple Choices

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	26	1.7	35	58	3.9	78	2.2	43
B	23	1.5	30	38	2.5	50	1.0	20

The table 7 shows that group 'A' has got 1.7 average score in Pre- test and 3.9 average score in Post test whereas group 'B' has 1.5 average score in Pre –test and 2.5 average score in Post – test. The difference between Post – test of group 'A' is greater than the difference between Post –test average score of 'B' i: e 1.4 only.

The table also makes clear that average percentage of group A obtained in pre-test is 35% and 78% in post- test whereas group B in pre-test is 30% and 50% in post -test. It shows that post-test score increased normally in group B. The difference in average percentage of group A is 43% whereas B has only 20%. So, group A learned more effectively than group B.

4.3.3.6 Average Proficiency in the Test Item 'Matching'

Table 8 shows the average performance of group A and group B in pre- test and post-test in the test matching item.

Table: 8 Average Proficiency in the Test Item 'Matching'

Group	Pre-Test Score			Post-Test Score			Difference	
	Total	Av.	Av.%	Total	Av.	Av.%	In Av.	In Av.%
A	92	6.2	31	235	15.7	78.5	9.5	47.5
B	170	11.3	56.5	207	13.8	69	2.5	12.5

This category consists of 20 items. Each item carries 1 mark. The table mentioned above shows the average score of group A in pre- test is 6.2 and 15.7 in Post-test. Group A increased 9.5 in post-test. The average score of group B in pre- test seemed similar to group A. But it shows quite increased in Post- test. i.e 13.8. Similarly, average percentage of group A in pre-test is 31% and 78.5 % in Post-test. And it shows 47.5 different between in Pre- test and Post -test. It shows a huge difference between group A and group B in Post-test.

In the same way, the table also makes clear that group B has 11.3 average % score in the Pre-test and 13.8 % in Post-test. It also makes clear that group B has only 2.5 differences in average percentage between two results.

Therefore, the performance of group A is found better than group B in matching items.

Table : 9 Result of Mean of Experimental and Control Groups on Pre-Test and Post-Test

Group	Mean Achievement		Difference
	Pre-Test	Post-Test	
A	25.33	39.86	14.53
B	22.67	30.06	7.39

The table 9 shows that the mean achievement of group A in pre-test is 25.33 and the mean achievement of group A in post-test is 39.86. Whereas, the mean achievement of group B in pre-test is 22.67 and in post-test is 30.06. The difference between pre-test and post -test in mean achievement of group A is greater by 14.53; which is a huge difference. On the other hand the difference between pre- test and post- test in mean achievement of group B is greater by 7.3. It is normal increasement on post -test of group B. So, group A learnt effectively than group B.

4.3.4 Test of Significance of Mean Achievement Score (T-Test)

Once sample data has been gathered through an observational study or experiment, statistical inference allows analysts to assess evidence in favor or some claim about the population from which the sample has been drawn. The methods of inference used to support or reject claims based on sample data are known as *tests of significance*.

The T- test is the powerful parametric test for calculating the significance of a small sample mean. It is used to compare more than two groups on the same value.

T-Test is in fact the way of testing difference between two mean critical values and then slandered error of two mean critical of significance difference and significance of slandered error of two means critical values. It is also known as T ratio which is used to test the significance difference of two mean values.

In the process of statistical analysis the validity of null hypothesis of certain level of significance is tested by the researcher. He can use either 0.1 level of significance or 0.5 level of significance. The use of certain level of significance depends on how much the researcher is confident about the rejection of null hypothesis in his research or study. So, one of the two levels of significance is used which is always expressed in percentage. It means 5% and 1%. If a researcher uses 0.5% level of significance, the possibility of true null hypothesis rejection in his research is 5% and similarly, if he uses 0.1% level of significance, here the probability of true null hypothesis rejection in this research is 1%. In the same context, "The rejection of null hypothesis indicates that the difference has statistically significant and the acceptance of the null hypothesis indicates that the difference is due to the chance".

A ***confidence interval*** gives an estimated range of values which is likely to include an unknown population parameter, the estimated range being calculated from a given set of sample data. (*Definition taken from Valerie J. Easton and John H. McColl's Statistics*)

**Table: 10 Test of Significance of Mean Achievement of Both Groups on Pre-Test
The Result of T- Test of both Groups on Pre – Test**

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of both groups on pre-test	1.28	2.048	28	0.05	Accepted

The table 10 shows that the calculated value of the mean achievement of both Groups on their pre- test is 1.28 and the tabulated value of 28 degree of freedom at 0.05 level of significance in 2.048. As we know that if the calculated value is less than tabulated value, the null hypothesis is accepted. Here, the calculated value of the test is fewer by 0.76 than tabulated value. So, the null hypothesis of the test is accepted. Now, the meaning of null hypothesis acceptance is, there is no significant different in the mean achievement of the students of both groups on pre- test. Therefore, we can say that if we apply same technique in different groups, we can get the same result.

Table: 11 Result of T-Test of Both Groups on Post -Test

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is significant difference in the mean achievement of both groups on post-test	2.44	2.048	28	0.05	Rejected

The table 11 shows that the calculated value of the mean achievement of both groups on their post-test is 2.44 and the tabulated value of 28 degree of freedom at 0.05 level of significance is 2.048. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 0.392 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant difference in the mean achievement scores of the students between experimental and control groups on post - test.

In this way we can compare the result of table above tables show the effectiveness of English news in listening language class. In the pre-test, there was not any difference in the mean achievement of both groups. But, in the post-test there is huge difference in the mean achievement of both groups. Therefore, it proves that the use of recorded news helps to increase the proficiency of language ability, esp. listening comprehension. Therefore, we can conclude that if we apply different technique in different groups, we can get the same result. As a result in the study, when the researcher applied English news-clips in teaching listening, the result is different i.e. progress.

Table: 12 Result of T-Test of Experimental Groups on Pre-Test and Post -Test

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is significant difference in the mean achievement of experimental groups on Pre-test and post test	5.24	2.048	28	0.05	Rejected

The table 12 shows that the calculated value of the mean achievement of experimental groups on their pre- test and post-test is 5.24 and the tabulated value of 28 degree of freedom at 0.05 level of significance is 2.048. As we know that if the calculated value is greater than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is greater by 3.192 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is significant difference in the mean achievement of experimental groups on pre-test and post-test. Therefore, we can conclude that if we apply different technique in different groups, we can get the same result. As a result in the study, when the researcher applied English news-clips in teaching listening, the result is different i.e. progress.

Table: 13 Result of T-Test of Control Groups on Pre -Test and Post-Test

Null Hypothesis	Calculate Value	Tabulated Value	DF	Level of Significance	Results
There is no significant difference in the mean achievement of control groups on pre-test and Post-test	1.38	2.048	28	0.05	Accepted

The table 13 shows that the calculated value of the mean achievement of control group on their pre- test and post-test is 1.38 and the tabulated value of 28 degree of freedom at 0.05 level of significance is 2.048. As we know that if the calculated value is lower than tabulated value, the null hypothesis is rejected. Here, the calculated value of the test is lower by 0.668 than tabulated value. So, the null hypothesis of the test is rejected. Now, the meaning of null hypothesis rejection is, there is no significant difference in the mean achievement of control groups on pre- test and post-test.

Therefore, in test significance of mean achievement score (T-test), the null hypothesis (There is no significant different between the mean achievements scores of experimental and control group on pre test and the mean achievement scores of controlled group on post test.) is accepted.

Similarly, in test significance of mean achievement score (T-test), the null hypothesis (There is significant different between the mean achievement scores of experimental and control group on post-test and the mean achievement scores of experimental group among pre test and post test) is rejected. This means, there is significant difference between the mean achievement score of the experimental and control groups due to uses of authentic recorded English news.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In the light of analysis of the study, the following findings have been drawn.

5.1 Summary

The present study was conducted to find out the effectiveness of English news to teach listening skills. In order to fulfill the objectives an experimental study was carried out in a private English medium school.

Before I started the teaching through news-clips, it was challenging to maintain silent environment but gradually students became friendly and cooperate in groups and pairs. The class seemed to be heterogeneous with varying ability of proficiency level. The students were curious to learn more so the teachings remained satisfactory. The analysis of the score on pre-test, progressive tests and post-test which was in ascending order supported my study as well.

The study shows that the students were habituated to listen the news in silent environment and do the exercise based on the news. It was seen more effective way of teaching language in comparing with the traditional ways of teaching. In each and every category, the experimental group outperformed controlled group. The overall performance of experimental is better in different categories than controlled group. So the technique implied in teaching listening had better impact. The average proficiency in all items of practices was better in experimental group than controlled group.

The average percentage of experimental group in pre- test was 50.6%. But, it reached 79.7% after treatment with news-clips for 30 days whereas control group increased by

45.2% to 60.1 % in Pre-test and Post –test respectively after treatment with usual technique.

5.2 Conclusions

From the analysis of the study, the following conclusions have been made.

- a. This research reveals that treatment of students with recorded English news performed relatively better in teaching listening skill of word listening than other technique. So, teaching listening should be taught using authentic listening materials.
- b. The result is very encouraging for teachers who want to implement this teaching strategy in the lack of other recorded listening materials.
- c. To implement this technique for making classes effective, it should be introduced in the course book and the teacher should be trained in using it and provided with sufficient teaching materials.
- d. The syllabus designer and methodologists should be encouraged to design course as the contemporary society. Even though it may be difficult to teach listening skill using recorded news for all listening exercise given in the text book and syllabus, it is inevitable to use recorded news as the present scenario in the right time and place.
- e. Since the use of recorded news motivates students to speak, use and act English and makes the class room livelier, teacher should use it while teaching listening.
- f. News-clips related to current affairs should be recorded so, that student can show interest in it.

- g. Feedback plays important role in language teaching and learning. Students' achievement should be measured effectively which encourages them to participate in activities.

5.3 Implications

On the basis of summary and conclusions of the research , the following implications can be drawn.

5.3.1 Policy Level

Policy makers and curriculum designers should analyze the needs and interests of the learners. A textbook writer should also write the books addressing contemporary society and prepare the materials as per the learners' linguistic, social, psychological and economical condition. Initiation of policy determines the nature of the course for the effective teaching and learning. New method and way of teaching listening is through news which focuses the contemporary issues and creates the learners ease to learn the language.

5.3.2 Practice Level

Listening English through news-clips is an important way of teaching language. There are many factors affecting listening activities although the teacher should bear the first responsibility for it. Other factors equally affect it such as home environment, economic condition of the parents, prior achievement of students in English, physical facilities of the school, feedback of teachers, etc. For the better listening proficiency, the teacher should be well equipped through refresher training. Teacher should encourage students to listen English news bulletin. They should be encouraged to act as news reader in the classroom.

5.3.3 Further Research

English language teaching is really painstaking task because it is not constant, as it is ever changing as other thing. New trends and strategy should be applied to give importance to listening skill. Language is primarily listening and focus should be given on listening skill. The subsequent or followers can follow the research to carry out research on listening activities in language classroom. Any how it would be the helping hand for following research.

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Appendix-I Questions paper

1. Questions

1. Answer the following questions. $6 \times 1 = 6$

- i. Who ordered the hospitals to reopen?
- ii. Why there was the strike in hospitals?
- iii. What was issued by the Supreme Court?
- iv. Where was the strike?
- v. Who administered oath to whom?
- vi. What is the meaning of 'secrecy'?

2. Tick the best answer (✓) $4 \times 1 = 4$

- i. ordered the hospital to reopen.
a. District court b. Special court c. Supreme court
- ii. It was ordered to reopen within to all hospital across the country.
a. one hour b. half an hour c. one and half hour
- iii. A single bench of issued the order.
a. Prakash Owasti b. Giris Chandra lal c. Kalyan Shrestha
- iv. President Dr. Ram Baran Yadav administered the oath of office and secrecy to as chair person of constituent assembly.
a. Surya Bdr. Thapa b. Subash Chandra Nembang c. Susil Koirala

3. Match the following: $4 \times 1 = 4$

A

Dr. Ram Baran Yadav
Anjani Kumar Jha
Surya Bdr. Thapa
TU

B

Senior most person of CA
University of Nepal
President
Chair of medical doctors

4. Make sentences of your own for the followings: $5 \times 1 = 5$

- a. reopen
- b. single bench
- c. administered
- d. secrecy
- e. issued

Appendix-II
Pre-test
SACRED HEART ENGLISH SCHOOL

Name.....

Date: 2070|09|20

1. Tick the best answer (✓) 4×1=4

i Chairman of UPCN (Mouist) visited Lajimpat last morning.

- a. Baburam Bhattarai b. Puspa Kamal Dahal
c. Mohan Baidhya

ii. Understanding has been made within parties.

- a. two b. three c. four

iii. Congress senior leader is

- a. Susil Koirala b. Ram Chandra Poudel
c. Ser Bahadur Deuwa

iv. The new government will be formed as soon as chooses the person to lead the government.

- a. CPN(UML) b. Nepali Congress c. UPCN (Mouist)

3. Match the following: 5×1=5

A	B
consensus	home
residence	understanding
leadership	political party
formation	construction
Nepali Congress	ability to lead

4. Make sentences of your own for the followings: 5×1=5

- a. government
b. key power position
c. opposition
d. claim
e. parliamentary

Progressive-test-1
SACRED HEART ENGLISH SCHOOL

Name.....

Date: 2070|09|22

1. Answer the following questions. $6 \times 1 = 6$

- i. Who ordered the hospitals to reopen?
- ii. Why there was the strike in hospitals?
- iii. What was issued by the Supreme Court?
- iv. Where was the strike?
- v. Who administered oath to whom?
- vi. What is the meaning of 'secrecy'?

2. Tick the best answer (✓) $4 \times 1 = 4$

- i. ordered the hospital to reopen.
 - a. District court b. Special court c. Supreme court
- ii. It was ordered to reopen within to all hospital across the country.
 - a. one hour b. half an hour c. one and half hour
- iii. A single bench of issued the order.
 - a. Prakash Owasti b. Giris Chandra lal c. Kalyan Shrestha
- iv. President Dr. Ram Baran Yadav administered the oath of office and secrecy to..... as chair person of constituent assembly.
 - a. Surya Bdr. Thapa b. Subash Chandra Nembang c. Susil Koirala

3. Match the following: $4 \times 1 = 4$

A

Dr. Ram Baran Yadav
Anjani Kumar Jha
Surya Bdr. Thapa
TU

B

Senior most person of CA
University of Nepal
President
Chair of medical doctors

4. Make sentences of your own for the followings: $5 \times 1 = 5$

- a. reopen
- b. single bench
- c. administered
- d. secrecy
- e. issued

Progressive-test-2
SACRED HEART ENGLISH SCHOOL

Name.....

Date: 2070|09|23

1. Tick the best answer (✓)4×1=4

i Is with the news.

a. Bala Ram Karki b. Niraj Shrestha c. Neelam Shrestha

ii. Cabinet meeting decides to provide..... to central natural disaster relief fund.

a. hundred million b. two hundred million c. three hundred million

iii. Nepalese pilgrimages stranded in coming to contact.

a. utter Pradesh b. Madhya Pradesh c. Uttar Khanda

iv. CPN(Maoist) held to discuss party strategy for further .

a. politburo meeting b. standing meeting c. central member meeting

3. Match the following: 4×1=4

A

Relief

Pilgrimage

Strategy

Toll

B

people visiting holy places

number

way

to reduce pain

4. Make sentences of your own for the followings: 5×1=5

a. cabinet

b. contribution

c. disaster

d. death

e. contact

Progressive-test-3
SACRED HEART ENGLISH SCHOOL

Name.....

Date: 2070|09|24

1. Tick the best answer (✓) 4×1=4

i The talk between doctors and the government held yesterday.

a. helping b. agitating c. co-operating

ii. The co-coordinator of government is in talking.

a. Krishna Hari Baskota b. Lila Mani Poudel c. Sankar Koirala

iii. The doctors have started free service in open theatre since yesterday.

a. OPD b pathology . c. operation

iv. Nepal Medical Association is the organization of personalities.

a. teaching b. government c. medical

e. Madav Pd. Ghimire is the of government.

a. spokesperson b. official c. ass. Secretary

2. Match the following: 4×1=4

A

Agitating

Coordinator

Association

Investigation

B

organization

protesting

research

manages or coordinates others

4. Make sentences of your own for the followings: 4×1=4

a. free service

b. open theatre

c. spokesperson

d. personalities

Post-test
SACRED HEART ENGLISH SCHOOL

Name.....

Date: 2070|10|27

1. Tick the best answer (✓) 4×1=4
- i. CPN (UML) has resolved to led the party in government by party Bam Dev Gautam.
 - a. chairman
 - b. vice chairman
 - c. general secretary
 - ii. The Programme of signing the deal and the cabinet has been fixed for today.
 - a. reducing
 - b. finalizing
 - c. extending
 - iii. is the prime minister of Nepal.
 - a. Susil Koirala
 - b. Ram Baran Yadav
 - c. Madav Nepal
 - iv. Nepali Congress general secretary led the talking group of Nepali congress
 - a. Minendra Rijal
 - b. Dip Kumar Upadhya
 - c. Krishna pd. Sitaula
2. Write 'T' for true and 'F' for false for the following statements. 4×1=4
- a. Bam Dev Gautam is the chair man of CPN(UML). (....)
 - b. The cabinet is going to be extended tomorrow. (.....)
 - c. Three days long Nepal Economy Summit is to be held in Birjung. (....)
 - d. Alexander Turkeno becomes the new president in Ukraine. (.....)
3. Match the column 'A' with column 'B'. 4×1=4
- | A | B |
|-------------|--------------------------|
| a. CPN(UML) | meeting |
| b. cabinet | communist party in Nepal |
| c. summit | country |
| d. Ukraine | council of ministry |
4. Make sentences of your own for the followings: 5×1=5
- a. resolved
 - b. cabinet
 - c. Nepal economy summit
 - d. extending

Appendix-III
Lesson Plan (Experimental group)

Name of school: Sacred Heart English School

Date: 2014-02-04

Teacher: Puspa Koirala

Period:

Class: IX-B

Topic: English News(Listening)

1. Specific Objectives:

At the end of the lesson, the students will be able to:

- i. Pronounce the words: reopen, administered, secrecy, etc.
- ii. Answer the questions based on the listening text.

2. Teaching Materials

- i. CD(recorded news-clips)
- ii. CD player

3. Teaching Learning Activities

i. Pre-listening activities:

-) Teacher motivates the students to warm up towards the lesson.
-) Before playing the CD player, teacher instructs the things that should be done by the students while listening the news.
-) Teacher provides the tasks to the students and tells them what they have to do.

ii. While-listening activities;

-) Teacher plays the CD player for students.
-) While listening, the students try to work out the tasks provided by the teacher.
-) Teacher plays the CD player for the next time to do the tasks.

iii. Post-listening activities:

-) Teacher plays the CD player for the last time while students check their works.
-) Teacher lets the students to compare their answers with their friends.
-) Teacher provides feedback to the students performance of both while and post-listening activities.

4. Evaluation:

i) Pronounce the following words

reopen, administered, secrecy

ii) Answer these questions:

-) Who ordered the hospital to reopen?
-) What was ordered to the hospitals' doctors?

Lesson plan (Controlled Group)

School: Sacred Heart English School
Topic: Indira Gandhi

Date:2014-02-4
Time: 9:10 AM
Period:

Specific Objectives:

At the end of the lesson the student will be able to:

- a) Answer the questions based on the listening text.
- b) Say the event happened in leader's life in date.

Teaching Learning Materials:

- a) CD(listening text by CDC)
- b) CD player
- c) daily used materials

Teaching Learning Activities:

i. Pre-Listening Activities:

-) Teacher gives some background information about listening text.
-) Then the teacher asks the students to listen the news on the CD carefully.
-) He asks them to work out min groups or pairs.

ii. While-Listening Activities:

-) The teacher plays the CD.
-) He gives some works to the students.
-) If they cannot work out the teacher again plays the CD.

iii. Post-Listening Activities:

-) Teacher plays the CD player for the last time to let students check their works.
-) Teacher lets the students to compare their answers with their friends.
-) Teacher provides feedback to the students performance of both while and post- listening activities.

Evaluation:

Answer these questions:

- a) What is the name of leader?
- b) Where was she born?
- c) When did she start her politics?
- d) What is her post now?

Appendix-IV

Transcription of Recording

Chairman of Maoist Puspa Kamal Dahal visited Lajimpat last morning. Talking to media after the meeting .Nepali congress general secretary Krishna Prasad Sitaula said,"An understanding has been reached under which the top leaders of three parties will sit down for discussion bit to seek and out let the problem seen at present to expediate the constitution writing for forming the consensus government." Leader Sitaula also added that he found the CPN UML and the Unified CPN mouist positive regarding their participation in government formation.discussion with the top leaders of CPN UML on Thursday regarding both the parties working abortively for constitution writing and government formation and bringing other parties to consensus on this issue

Congress senior leader led by Ser Bahadur Deuwa have held a meeting at his residence at Buddhanilkantha to prepare infraction strategies regarding the formation of the government. The meeting focused on the setting of future strategy of the fraction on lifting the parliamentary leader of the Nepali Congress. The leader also suggested Deuwa not to give up his claim for the party leadership at a time when both Nepali Congress president Susil Koirala and vice president Ram Chandra Poudel will claim the leadership for government. Nepali Congress leader are learn to have also suggested senior leader Deuwa to make an understanding show that his party leadership with the party leader.then the party general convention if he does not get the leadership of the government. Mahendra Yadav the law maker of the Nepali Congress enclosed to senior leader Deuwa said the meeting was held after Nepali Congress president Koirala hold for Deuwa support.

UML senr leader Madav Kumar Nepal has said if Nepali Congress doesnt bring respectable power sharing purposal, UML will remain in the opposition addressing to a press conferencing at Biratnagar yesterday leader Nepal said there must be a balance of power among the major parties regarding key power position like chair person of constitution assembly, prime ministerial post and post of the president . Speaking about the formation of new government leader Nepal said the new government will be formed as soon as Nepali Congress chooses the person to lead the government.

Central member of UCPN MOUIST have suggested the party leadership to develop a new working policy after reviewing the policy adopted since the peace agreement to the present. According to the party spoke person Agni Prasad Sapkota leaders speaking at the second day of the party on going central committee meeting yesterday expressed the view that the party has tested failure as a result of the dubitation of seen in the commitment it expressed in front of the people in the past.

Appendix - V

Students of Experimental Group

S.N	Name
1	Swastika Lamichhne
2	Nency Rijal
3	Saroj Karki
4	Pranita Chaudhary
5	Saurav Dhakal
6	Sushila Budhathoki
7	Sanju Bhandari
8	Pramesh Subba
9	Susana Nepal
10	Sagar Karki
11.	Sagin Basnet
12	Udaya katuwal
13	Junu Bhattarai
14	Nirmala Basnet
15	Sunil Poudel

Students of Controlled Group

S.N	Name
1	Kusalta Raut
2	Aayush Dhakal
3	Manisha Budhathoki
4	Sita Thapa
5	Pratik Shrestha
6	Bijaya Mandal
7	Pragya Lamsal
8	Deepa Chaudhary
9	Safala Guragain
10	Siddhartha Rai
11.	Rojan Shrestha
12	Nabin Karki
13	Suraj Tamang
14	Anish Dhakal
15	Bikal Poudel

Appendix - VI

Table 1: Pre-test Score of Experimental Group

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Swastika Lamichhane	1	2	1	4	3	19	30
2	Nency Rijal	4	4	1	4	3	14	30
3	Saroj Karki	3	3	1	5	3	13	28
4	Pranita Choudhary	2	2	1	3	5	12	25
5	Saurav Dhakal	4	3	1	5	1	13	27
6	Sushila Budhathoki	2	3	1	5	2	14	27
7	Sanju Bhandari	2	3	1	4	1	12	23
8	Pramesh Subba	1	3	2	4	2	14	26
9	Sagar Karki	1	2	3	5	1	14	26
10	Sagin Basnet	4	4	1	3	1	13	26
11	Susana Nepal	3	2	2	5	1	12	25
12	Udaya Katwal	3	3	1	2	2	13	24
13	Junu Bhattarai	2	3	1	2	2	11	21
14	Nirmala Basnet	1	3	1	3	1	11	20
15	Sunil Poudel	2	2	2	2	2	12	22
	Total	35	42	20	56	30	197	380
	Average	2.33	2.8	1.3	3.8	2	13.13	25.33

Table 2: Pre-test Score of Controlled Group

S. N.	Name of the Students	Item-I	Item-II	Item-III	Item-IV	Item-V	Item-VI	Total
1	Kusalta Raut	3	2	2	4	2	13	26
2	Aayush Dhakal	1	3	2	4	2	13	25
3	Manisha Budhathoki	2	3	1	4	1	12	23
4	Sita Thapa	1	2	3	5	1	13	25
5	Pratik Shrestha	3	1	1	6	3	9	23
6	Bijaya Mandal	4	4	1	3	1	11	24
7	Safala Guragain	2	2	1	6	2	10	21
8	Siddhartha Rai	3	2	2	5	1	12	25
9	Rojan Shrestha	1	1	1	4	2	10	19
10	Nabin Karki	3	3	1	2	2	10	21
11	Suraj Tamang	3	2	1	3	1	12	22
12	Anish Dahal	2	3	1	2	2	11	21
13	Bikal Poudel	1	3	3	1	1	11	20
14	Pragya Lamsal	2	3	1	3	1	11	21
15	Dipa Chaudhary	2	3	1	3	1	12	22
	Total	33	37	22	55	23	170	340
	Average	2.2	2.5	1.4	3.7	1.5	11.3	22.67

Table 3 : Post-test Score of Experimental Group

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Swastika Lamichhane	5	5	3	8	5	19	45
2	Nency Rijal	4	5	5	8	5	16	43
3	Saroj Karki	5	5	4	10	3	17	44
4	Pranita Choudhary	5	4	4	9	3	15	40
5	Saurav Dhakal	1	5	3	6	4	15	34
6	Sushila Budhathoki	5	5	5	10	4	14	43
7	Sanju Bhandari	4	3	5	8	4	15	39
8	Pramesh Subba	5	4	4	7	5	15	40
9	Sagar Karki	4	5	4	7	5	16	41
10	Sagin Basnet	5	5	4	7	5	15	41
11	Susana Nepal	5	3	4	8	4	16	40
12	Udaya Katwal	5	5	4	6	3	15	38
13	Junu Bhattarai	5	5	4	6	2	16	38
14	Nirmala Basnet	5	4	1	7	2	15	33
15	Sunil Poudel	5	3	3	8	4	16	39
Total		68	65	57	115	58	235	598
Average		4.53	4.3	3.8	7.7	3.9	15.7	39.86

Table 4 : Post-test Score of Controlled Group

S.N	Name of Students	Item I	Item II	Item III	Item IV	Item V	Item VI	Total
1	Kusalta Raut	3	4	3	7	2	14	32
2	Aayush Dhakal	5	2	2	6	3	14	32
3	Manisha Budhathoki	5	5	2	8	2	12	34
4	Sita Thapa	5	2	1	5	2	16	31
5	Pratik Shrestha	5	4	2	8	3	12	33
6	Bijaya Mandal	5	2	1	5	2	15	30
7	Safala Guragain	1	3	1	6	3	15	26
8	Siddhartha Rai	2	2	1	2	2	15	24
9	Rojan Shrestha	5	1	2	4	1	14	27
10	Nabin Karki	2	5	1	6	2	15	30
11	Suraj Tamang	3	3	2	3	2	14	27
12	Anish Dahal	3	3	2	7	3	13	31
13	Bikal Poudel	3	3	1	6	4	14	31
14	Pragya Lamsal	4	3	2	6	4	12	31
15	Dipa Chaudhary	4	1	1	5	3	12	26
Total		55	43	24	84	38	207	451
Average		3.6	2.9	1.6	5.6	2.5	13.8	30.06

Appendix-VIII
DESIGNS OF EXPERIMENTAL RESEARCH

1) The post-test only equivalent-groups design:

R	E	O ₁
R	C	O ₂
Where,		
R= Random Sampled		
E= Experimental group		
C= Controlled group		
O= Observation		
Findings= O ₁ -O ₂		

2) The post-test only equivalent research design:

R	X	O ₁ (treatment group)
R	X	O ₂ (controlled group)
Findings= O ₁ - O ₂		

3) The pre test – post test equivalent-group design:

Pre test			Post test	
R	O ₁	X		O ₂
R	O ₃	C		O ₄
Findings= O ₂ - O ₁ and O ₄ - O ₃				

4) The Solomon four-group design:

Pre test			Post test	
R	O ₁	X		O ₂
R	O ₃	C		O ₄
R		X		O ₅
R		C		O ₆
Findings= O ₂ - O ₁				
O ₄ - O ₃				
O ₆ - O ₅				