

LISTENING COMPREHENSION ABILITY OF SECONDARY LEVEL STUDENTS

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A Thesis Submitted to the Department of English Education
In Partial Fulfilment for Master of Education in English

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Submitted by
Indra Prasad Upadhyay

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Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012

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**LISTENING COMPREHENSION ABILITY OF
SECONDARY LEVEL STUDENTS**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for Master of Education in English**

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**Submitted by
Indra Prasad Upadhyay**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2012

**T.U. Regd No.: 44088-94
Second Year Examination**

**Roll No.: 280466/0676
2012.....**

**Date of Approval of the
Thesis Proposal 2068-~~....~~-09-01**

Date of Submission: 20-03-

ECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Indra Prasad Upadhaya** has prepared this thesis entitled **Listening Comprehension Ability of Secondary Level Students** under my guidance and supervision.

I recommended this thesis for acceptance.

Date:

.....

Dr. Bal Mukunda Bhandari(Guide)

Reader

Department of English Education

TU, Kirtipur, Kathmandu

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RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

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Dr. Chandreshwar Mishra

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Professor and Head

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EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee.**

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Date:

DECLARATION

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

Date:19-03-2012

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Indra Prasad Upadhyay

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DEDICATION

Dedicated

to

My parents who devoted their entire life to make me what I am today.

ACKNOWLEDGEMENTS

I would like to express my profound gratitude to my supervisor **Dr. Bal Mukunda Bhandari**, ~~reader~~ Reader at Department of English Education, for his proper guidance, supervision and invaluable suggestions.

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Likewise I am extremely grateful to professor **Dr. Chandreshwor Mishra**, Head of the Department of English education who provided invaluable help for my study leave for one more year by writing recommendation letter to the District Education office of Doti.

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My sincere gratitude goes to **Dr. Anjana Bhattarai** for her advice and help to carry out this research. I am expressing my indebtedness to Mr. Raj Narayan Yadav, Reader at Department of English Education for his constructive suggestions to accomplish my thesis. Likewise my profound gratitude to Prof. Dr. Jai Raj Awasthi, Prof Dr. Tirtha Raj Khaniya, Prof. Dr. Gobinda Raj Bhattarai, Professor Dr. Anju Giri, Dr. Laxmi Bahadur Maharjan, Dr. Tapasi Bhattacharya, Dr. Taradatta Bhatta, Dr. Bishnu Singh Rai, Mr. Prem Bahadur Phyak, Mrs. Madhu Neupane, Mrs. Saraswati Dawadi, Mr. Bhesh Raj Pokharel, Mrs. Hima Rawal and Madhavi Khanal.

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Similarly, I am grateful to English teachers, headmasters, principals for giving permission to conduct my listening test and for their kind assistance in selecting the students through random sampling for the test.

~~I am expressing my indebtedness to my teachers at T.U. I owe a real debt to the secondary level students of different schools who enthusiastically participated in the listening test. Similarly I am grateful to English teachers, head teachers and principals for giving permission to conduct my listening test and for their kind assistance in selecting the students through random sampling for the test.~~

I can-not help expressing my thanks to Mr. Chitrakhar Khatiwada (my brother) for his financial assistance for my study.

No expression of thanks can carry my deep-felt appreciation for help, encouragement and inspiration by Bedkala Nepal (my sister-in-law), and Sarita Pokhrel (my wife).

Last but not the least, my thanks go to Sanjay Kumar Achhame and Ram Kumar Achhame for their invaluable help to carry out my research.

Indra Prasad Upadhyia

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ABSTRACT

This research study entitled "Listening Comprehension Ability of Secondary Level Students" attempts to find out listening comprehension ability of secondary level students in Jhapa district and suggest some pedagogical implications. In order to collect the data the primary and secondary sources were used. One hundred students studying in ten different secondary and higher secondary schools of Jhapa district were involved for listening test. The main tools for data collection were test items based on unseen text. The test consisted of 5-five multiple choice questions and 5-five true-false questions. one mark was assigned for each correct answer. The scores obtained by the students were tabulated on the basis of the variable specified. Their level of comprehension ability was determined by using simple statistical tools: average, mean, median, mode and percentage. 14 test takers were found to obtain 9-10 marks, 64 got from 6-8 marks, 18 test takers obtained 4-5 marks and 4 were poor listeners. 34% testees were found to obtain 8-10 marks which is distinction division according to the national standard of S.L.C. examination 44% secured the first division marks, 11% obtained the second vision marks, 7% secured only the pass division whereas 4% were poor listeners since they could not obtained pass marks.

This thesis consists of four chapters. Chapter one encompasses general background, which gives a brief definition of language. It discusses four language skills. It also describes importance of listening skill in language acquisition. Likewise, it focuses on components of listening skills, listening comprehension, problems of listening comprehension. In the same way, this chapter addresses various issues in the field of teaching and testing listening. It also explains what facility value and discrimination index refer to. Then it reviews related literature which gives critical analysis of previous research works. After that objectives are listed. My study includes 3 objectives such as: (i) to find out listening comprehension ability of the secondary level students, (ii) to find

out difficulty level and discrimination index of the test items and to suggest some pedagogical recommendations. Then the significance of my study is described. Chapter two discusses the methodology which incorporates sources of data. I used both the primary and secondary sources for my study. The primary sources consisted of 100 secondary level students studying in different government schools of Jhapa. The secondary sources were used to broaden my theoretical knowledge to carry out the research. I selected ten community based schools purposively. Ten students from each schools were selected for listening test. Test items were used as tools for data collection. Chapter three is analysis and interpretation where the quantitative approach has been used. Finally, chapter four presents findings and recommendations for pedagogical implications.

~~objectives significance and review of the related literature. Chapter two discusses the methodology which incorporates sources of data, tools, process of data collection and limitation of the study. Chapter three illustrates analysis and interpretation of the data. In this section quantitative approach has been used. Finally, chapter four deals with findings and its recommendations for pedagogical implications.~~

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LIST OF ABBREVIATIONS

%	-	Percent
&	-	and
A.D.	-	Average Difficulty
B.S.	-	Bikram Sambat
D.I.	-	Difficulty Index
Dr	-	Doctor
e.g.	-	For Example
E.I.	-	Easy Items
etc	-	et cetera
F.A.	-	False Answer
F.M.	-	Full Marks
F.V.	-	Facility Value
G.D.	-	Good Discriminator
i.e.	-	That is
I.N.	-	Item Number
I.O.D.	-	Index of Discrimination
M.D.	-	Moderate Discriminator
N.D.	-	Negative Discriminator
No.	-	Number
P.D.	-	Perfect Discriminator
Prof.	-	Professor
R.A.	-	Right Answer
T.No.R.	-	Total Number of Respondents
TFA	-	Total False Answer
TIN	-	Total Item Number
TNNR	-	Total Number of No response
TRA	-	Total Right Answers
viz.	-	Namely

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