

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of human communication. Language helps to express the ideas, feelings, emotions, desires etc. Language is voluntary vocal system of human communication. Language has been defined differently by various scholars, linguists and philosophers. Jespersen (1961, p. 4) says "Language is not an end itself . . . It is a way of communication". According to Bloomfield, "Language is the totality of the utterances that can be made in a speech community." Likewise Crystal (2003, p. 255) defines "Language as the abstract system underlined the collection of totality of a speech/writing/behaviour of a community of the knowledge of the system by an individual." However, the language is the typical feature of human beings which distinguishes human from other creatures.

There are many languages in the world. Among all these languages, English is the most widely used and accepted language. English is an international language. It is a lingua franca because it has helped to share the ideas and communicate each other where people are from different linguistics background. Language consists of four basic skills viz. listening, speaking, reading and writing. One can master over any language only when one gets perfection over these basic skills of it. Learning language means learning its four skills in its natural order. All these skills can be divided into two broad skills: receptive and productive. Listening and reading come under receptive whereas speaking and writing come under productive skills. Harmer (1997, p. 25) says, "Speaking and writing involve language production and are therefore

often refer to as productive skills, listening and reading on the other hand involve receiving message and are therefore after referred to as receptive skills."

Likewise, these four skills of language are further classified under primary and secondary skills. Listening and speaking are said to be the primary skills whereas reading and writing are the secondary skills. The learners learn reading and writing later on.

1.1.1 What is Listening ?

Listening is the attempt made to understand the oral message that people are conveying. It is the ability to identify and understand what others are saying. Listening involves the comprehension of speaker's pronunciation, grammar, vocabulary and meaning of utterances. Listening is the first language skill in natural order of presentation. One can not produce sounds and words if he/she does not hear them in meaningful context. In order to acquire all abilities, the students must get better language input. It is a complex composite of many factors; the ability to hear similarities and differences in sounds purpose, attitude, attention, experience and training.

In this regard, the distinction must be made between listening and hearing. Listening is used to refer to the ability to understand how a particular sentence relates to what else has been said and its function in communication, on the other hand, hearing is used to refer to the listener's ability to recognize language elements in the stream of sound. A good listener learns a language quicker and more effectively than other. Therefore, it is important to think technique that will enable the learner to listen them better. To quote Underwood (1989, p.1) "Listening is the activity of paying attention to and trying to get the meaning from

something we hear". So, listening is an active process in which the listener has to engage in the activity of constructing message.

The listener must be well competent to grasp the meaning conveyed by the speaker both semantically and pragmatically. In the past, listening was considered as passive skill. But it is an active process of perceiving and constructing a message from a stream of sounds. It involves an active process of decoding, i.e. trying to understand the meaning of words, phrases and sentences. Listening is the process of converting the language into message, i.e. decoding. Learning to listen means we want our students to attend to what they hear, to process it, to understand it, to interpret it, to evaluate it, to respond to it. When a listener fails to understand the message we say that communication has been broken down. A good listener learns a language quicker and more efficiently than others. In this way, the special emphasis and attention should be given to teach and test the listening skill.

1.1.2 Testing Listening Skill

Listening is a complex phenomenon. In the process of listening, the listener receives the incoming data, as acoustic signals and interprets it on wide variety of linguistic and non-linguistic knowledge. The linguistic knowledge includes knowledge of phonology, lexis, syntax, semantics, discourse, structure, pragmatics and socio-linguistics. The non-linguistic knowledge includes knowledge of the topic, the context and general knowledge about the world.

There are two aspects of listening skills: namely, listening perception and listening comprehension. The listening perception involves the recognition and discrimination between contrasting sounds and combination of sounds. It also discriminates of minimal segmental

sounds, their combinations, rhythm, stress, intonation etc. Listening comprehension involves understanding the meaning of utterances. It is very difficult to test listening in isolation because in most of the cases essentially involves speaking as well. To be proficient in listening, some skills must be there. Munby (1979, p. 102) identifies the following sub-skills involved in listening:

-) Discriminating sounds in isolate word form
-) Discriminating sounds in connected speech
-) Discriminating stress pattern within words
-) Recognizing variation in stress in connected speech
-) Recognizing the use of stress in connected speech
-) Understanding intonation patterns and interpreting attitudinal meaning through variation of tone
-) Interpreting attitudinal meaning through variation in pitch, height, range and pause

There are some cases like listening to lectures, watching to the TV. listening to the radio, listening to records , following a lesson , listening on the telephone, watching a film in cinema, listening to the news ,the weather forecast, listening to the speeches reciprocal skill, it involves writing as well as reading skill, too.

Similarly, Harmer (2001, pp. 303 -310) gives the following sub-skills:

-) Predicting and guessing
-) Getting general picture of understanding
-) Extracting specific information
-) Recognizing functions and discourse patterns

) Deducing meaning from the context

Jackman and McDowell (1999, p.67) have mentioned the following skills of listening comprehension.

) Listening for specific information

) Identifying details

) Identifying main ideas

) Seeing beyond the surface meaning

) Being aware of stress, rhythm, and intonations,

1.1.3 Different Types of Listening

There are six general types of listening (<http://ezinearticles.com/?expert=Larry-M.-Lynch2007>).

1. **Inactive Listening:** Inactive listening is simply present when someone is speaking, but not absorbing what is being said.
Example: imagine attending a conference session that has no interest or applicability to you. You will be there physically, but not mentally.
2. **Selective Listening:** Selective listening is hearing what you want to hear or what you expect to hear instead of what is being said.
Example: In your ninth grade English class, Duane always does his homework. One day you ask students individually who turned in an assignment, and Duane replies that he did not do it. You move on to the next student without comment until another student complains that it's not fair that Duane gets excused from doing the assignment.

3. **Active Listening:** Active listening is hearing what is said, concentrating on the message and absorbing it. Example: The Board of Education is offering bonuses to teachers that complete a required list of professional development courses. You are interested in the courses and the bonus. You take detailed notes and pay close attention to what you need to do.
4. **Reflective Listening:** This is one of the most complex types of listening. It involves actively listening; interpreting what is being said and observing how it is being said. Example: A student regularly comes to class looking sad and depressed. When you ask her if everything is o.k. at home, she responds that it is, but the look on her face and body language scream it is not. You ask her again if things are o.k., but question her body language. She creaks down and begins to cry, revealing that her parents-have been arguing a lot.
5. **Intensive Listening:** Intensive listening is concerned with controlled and more specific listening. It is primarily meant for language items as part of the language teaching programme. It is guided by activities related to text. Passage for intensive listening should be - short not more than a few minutes long because they should be played several times. Students have the chance to get and grasp the contents within 'several tries. First hearing they may find difficult for intensive listening.
6. **Extensive Listening:** extensive listening students get the ample opportunity to enjoy stories, plays, poems and other literary texts where the aim/purpose of listening can either to gather information or to entertain the text a person might find himself/herself listening

to something in a relaxed way not concentrating on every word. Students can be asked to summarize and narrate the text they have heard.

1.1.4 Techniques for Testing Listening

Listening is a complex process. The listeners must have the ability to discriminate the likeness and differences in sounds, purpose, attitude, attention, experience and training. Testing listening is a difficult task. English language teachers in our context bother to teach listening as a distinct language skill either because they do not have skill and knowledge to teach or they do not think it as a worth doing task. In order to help students listen and improve their listening ability, the three distinct stages are followed viz. pre-listening, while-listening and post-listening activities. Depending upon the level of the students and the nature of the text, different techniques are used to test the listening perception and listening comprehension, i.e.

i. Listen and Draw

Instruction is given by teacher orally or by record player.

ii. Listen and Complete

Teacher provides complete material orally or by record player. Students are asked to fill the blanks and complete after listening the text.

iii. Listen and Build

Students are asked to build, something after listening to the recorded or read materials.

iv. Listen and Arrange

Teacher provides the lists of jumbled words orally or by record player.
Students arrange them in right order after listening it.

v. Listen and Match

Teacher provides the instruction to the students. Then, students match the materials in right order after listening to the text.

vi. Listen and Answer

Students are told the stories by the teacher or played the record player. Students answer the question asked to them.

vii. Listen and Write

Students are asked to write after listening to the text.

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However, Hughes (1997, p. 137) suggests the following technique to test listening comprehension ability.

i. Multiple Choices: Multiple choice items provide the most satisfactory and effective technique for testing listening comprehension. To test the listening comprehension in multiple choice items, the lead should contain the problems being tested and the one of the alternatives should be more nearly right than the others, and is chosen by the students as the 'best answer' he finds among the choices. The choices must be kept short and simple.

ii. Short Answer: Short answer provides that the items themselves are brief and only really short responses are called for, short answer items can work well in listening tests. The completing variety, requiring minimal writing from the candidate, is particularly useful.

iii. Information Transfer : This technique is an useful in testing listening as it is in testing reading since it makes minimal demands on productive skills. It can involve such activities as the labeling of diagram or pictures, completing forms of showing route or a map.

iv. Partial Dictation : While partial dictation may not be a particularly authentic listening activity (though in lectures at university, for instance, there is a certain amount of dictation), it can be useful. It may be possible to administer a partial dictation when no other test of listening is practical. It can also be used diagnostically to test students' ability to cope with particular difficulties.

v. Note Taking: Where the ability to take notes while listening to, say, a lecture is in question, this activity can be quite realistically replicated in the testing situation. Candidates take notes during the talk, and only after the talk is finished do the seen items to which they have to respond. When constructing such a test, it is essential to use a passage from which notes can be taken successfully. This will only become clear when the task is first attempted by test writers.

1.1.5 Different Materials for Listening

We would assume that listening has to involve the use of tapes and electronic equipment. We may express regret that we cannot do listening because our school does not provide or afford cassettes. That is why here different types of listening materials have been discussed that teachers need to apply for listening practice.

1.1.5.1 Live Versus Recorded Materials

Simply, we know live materials are easier to understand/comprehend as we are supported by facial expressions, body movements .and gestures in

accompany with speaker's speech. On the other hand, the listeners can get a chance to hear native accents by means of recorded materials in the situation where the teacher's mother tongue is not English. Recorded materials lack paralinguistic signals, those students concentrate on what they hear. It improves the supra-segmental features of language and brings flexibility in learning situation.

In short, recorded materials are authentic, reliable and interesting because the use of recording becomes the only acceptable method of administering the aural test where native speakers of test language are available as examiners.

1.1.5.2 Authentic and Non-Authentic Materials

Authentic listening materials consist of speech recorded in real situations, often without the speaker's knowledge at the time, so that the students have to encounter a totally natural 'slice of life' no doubt most of the teachers want to give their students something realistic to listen to because they want to equip them with listening skill in real life.

1.1.6 Importance of Listening Comprehension

Language is for communication rather than for reading authentic printed materials. The learners learn language effectively when they are able to listen the speaker's speaking. Listening is the first and the most used skill for all the communicative activities. It is also used in many of the enjoyable activities. Such as listening to the radio and music, watching film and watching TV programs demand that the learners exercise the skill. The importance of listening comprehension are;

-) to identify the functions in conversation
-) for successful conversation

-) to support speaking skill
-) to understand spoken English, radio, T.V. programs etc.
-) to understand lectures and make notes
-) to recall and reformulate what the speaker has said.

Listening is the most important skill of language. It is the key for successful conversation. The production of language depends upon the comprehension of the utterances uttered by the speaker. Listening is the pre-requisite for speaking reading and writing too. So, speaking follows listening. Doff (1995, p. 198) says,

We can't develop speaking skills unless we also develop listening skills to have successful conversation, students may understand what is said to them. Later, the ability to understand spoken English may become very important (for listening to the radio understanding foreign visitors, studying etc.)

To understand the utterances uttered by the speaker, the learners should be well competent, in listening.

1.1.7 Problems in Listening Comprehension

Nepalese students learning English are from diversified linguistics backgrounds. So, it is obvious that they feel difficulties when they first attempt to listen to a new language. Most of the languages are syllable languages spoken throughout the country Nepal whereas English is stressed language with various supra-segmental features. Due to the following reasons, the Nepalese learners of English feel difficulties;

-) socio-cultural background

-) weak and wrong interpretation
-) lack of vocabularies
-) establish learning habit
-) lack of repetition
-) lack of concentration
-) inherent difficulty of the listening text.
-) lack of control over the speed at which speaker speaks
-) education system and level.

1.1.8 Development of Teaching and Testing Listening in Nepal

English language has been taught and learnt in Nepal after the establishment of Durbar High-school in 1910 B.S. Only the children of Rana used to get opportunity to study in Durbar High School. On that time the language skills were not emphasized. But still the four language skills are not equally emphasized. The reading and writing were the most emphasized skills whereas the listening and speaking were the matter of less attention and somehow neglected skills.

Many schools were established and English was taught throughout the country after restoration of democracy in 2007 B.S. Till 2015 B.S., the period remained the transition and no political stability and system developed in Education. After the introduction of new education system viz. National Education System Plan (NESP) 2028 B.S., all the four language skills were given the due importance in school level curriculum and syllabus. Though there was the provision to test the listening skills in syllabus, we could not find any drastic change and improvement in teaching foreign language and testing these aspects.

After the restoration of democracy in 2046 B.S. there were some changes in education sector with the changing time and situation. Some amendment and change in the school and college level syllabuses and curriculums showed the upliftment and emphasizing intensity in all four skills of language.

1.1.9 Present Situation of Teaching and Testing Listening

English is second /foreign language for most of the Nepalese learners. Lack of sufficient practice in listening comprehension, most of the learners are poor. The key reason behind this hindrance is the lack of native speaker and listening practice.

In these days, although they do not have enough opportunity for listening practice in real situation and lack of native teacher, they have been taught listening by non-native teachers in various schools and colleges. The teacher plays the recorded material in front of student in the class and students are asked to solve the problems. Such trend has been practiced since 2057 B.S. Secondary English curriculum has given the due important to listening skill. As out of 20 percent marks allocated for listening and speaking, the listening occupies 8 percent mark. Now, 25 mark is allocated out of 100 to test the listening and speaking skills in SLC English exam. Out of 25, 10 mark is allocated for listening whereas 15 mark for speaking. Because of this system, we can find some symptoms of improvement in teaching and learning in English language skills. Students have developed the habit of listening the materials and interpreting.

However, Nepalese learners of English are poor in English. They are not the cause themselves but it is the exposure and natural environment of language learning they get. One who is poor in listening comprehension

feels difficulty while taking part in conversation, discussion, to comprehend the classroom lecture or to follow the instruction. So, it should be tested and compared the students' comprehension ability, therefore the remedial techniques can be implemented. To make these activities meaningful more effective, creative and interesting, we have to think different ways of listening practices.

1.1.10 An Introduction to Majhi People and Their Language

Majhi peoples are one of the indigenous tribal groups of Nepal possessing their own language, culture, dressing, culinary delights and unique life styles. From the early dawn of the time the Majhi have had the special and intimate relationship with the rivers of Nepal. The main occupation of Majhi, people is roaming in the streams of river for fishing and ferrying peoples across the river. Majhi peoples are found out reside along large river bank as of Saptakoshi. So, their housings are traditional, simple and round with single door, made of large stones and clay.

According to the census report of CBS (2001) the population of Majhi people in Nepal is 72, 614 only. They are mostly found in the district of Kabhrepalanchok, Sindhupalchok, Ramechhap, Sindhuli, Okhaldhunga, Khotang, Dhankuta and Chitwan. The social system of Majhi has Mijar as the head of the village who settles disputes and protects other peoples. Majhi follow Tantrik religion in which river is their benevolent deity. The principle gods of Majhi peoples are Goresiddhi, Mahadev, Jangali and Sikari etc. Majhi people celebrate Koshipuja, Saune Sakranti and Mansir Purnima with great festivity and revelry of eating and drinking. While worshipping, then ancestor, Majhi sing and dance, abstain eating some items and carry out the ritual function. They sing song invoking ancestors in their own language. Kachad, Bhoto, Istakot and Pheta for man and Majetro and Patuki for women are the introducing dress of Majhi. Majhi

peoples are dark brown in skin complexion, medium height and well built. They have mongoloid feature typical of East Asia. Because of poverty and lack of consciousness Majhi people don't send their children to the school. Due to so the literacy rate is just 4.25%

Majhi have own language called Majhi language. This language shares the features of both Tibeto Burman and Indo Aryan language strains. This language is considered to be one of the indigenous minority languages spoken by less than 1% population of Nepal. Majhi language is syllable timed and it has S + O+ V structural pattern like Nepali. Some linguist claims that Majhi language is more near and shares some typical features with the Darai language. Like 'you' is used in English to address all Majhi also has no different level of addressing pronoun. For it they only use second personal pronoun ta/timi. Even though Majhi language has its own original identity; many words are borrowed from Khas language. In spite of having long history own script of Majhi language hasn't been discovered yet. The writing practices of language are based on Devnagarik system. Some scholars of linguistics have included Majhi language in the list of endangered language. With the flow of time, new generation prefer dominant languages other than Majhi language and only aged people are monolingual of Majhi language. According to the National Census Report of CBS (2002), "Out of 68 Majhi inhabited districts Majhi language is spoken only in 43 districts and out of 72,614 total populations only 21,741 population use this language as mother tongue. Many researches on Majhi language indicates that this language is being pushed toward the brink of extinction.

Different variety of Majhi language can be realized all around Nepal. But this geographical dialect of Majhi language hasn't been studied

concernfully. The Government of Nepal has the provision of providing primary education, i.e. mother tongue, but the Majhi language is not the medium of education. Even in local FM radio and newspaper there is no any space for the programme of Majhi language. This language is not taught in any university as the major subject. This language hasn't got the governmental protection and no budget is allocated for the proliferation of the language.

1.1.11 Importance of English for the Majhi Children

English is internationally used as the medium of communication world wide. The number of population of non-native speakers of English is greater than its native speakers'. English serves wide range communicative function between the people of different country not sharing mother tongue. In the age of universal cooperation and mutual sharing English language is very much important for the children of Majhi community. It is only through English that Majhi people can make access to the international community and raise their voice for their tribal proliferation. Signifying the need of English Harmer (2007, p. 18) writes, "Nobody own. English any more, in other words, - or perhaps we could say that we all `native' and `non-native' speakers alike, own it together in a kind of international shareholders' democracy since whatever English we speak - Indian English, British English, "Malaysian English- we have or should have equal rights as English users' In spite of this significance Majhi typically realize the importance of English in following ways:

- a. Develop access to the international community
- b. Share knowledge about the science and technology
- c. Obtain higher educational degree from the prestigious national and international universities

- d. Reach Majhi language and culture to the international level
- e. Have a better diplomatic relationship with the different countries and communities of the world
- f. Expanding trade by selling aquatic products beyond the Majhi residing prefectures
- g. Educate children and bring them into the mainstream by spreading the beam of consciousness on people
- h. Having employment opportunities in foreign company and institutions
- i. Learning to operate computer based machines and equipments
- j. Modernize traditional occupation of fishing and ferrying on the boats

1.2 Review of the Related Literature

The scientific studies and research carried out in the past helps to draw the knowledge and provides the foundation to the present studies. A number of studies have been carried out on 'listening comprehension' and the 'Listening Abilities' under the department of English Education, T.U.

Timsina (2000) carried out a research on "The Effectiveness of Recorded Materials Over Conventional Techniques in Teaching Listening Comprehension." He wanted to find out the effectiveness of listening comprehension and point out the areas of strength and weaknesses in listening comprehension of grade 9 students of Laxmi Narayan School of Jhapa district. The class was divided into two groups viz. experimental and control group. Each group was taught 20 lessons. The written test was the measuring unit of their performance. He concluded his research with the finding that live voice of the teacher was much more effective than the recorded materials.

Singh (2000) carried out a research on "Listening Comprehension of Grade Eight Students". It was a comparative study. He used the recorded materials to compare the listening proficiency of grade 8 students of Kathmandu valley. The comparison was made between two government aided schools and two private schools. He found that the students of private schools were better than the students of government aided schools.

Aryal (2001) conducted a research on "A Study on Listening Proficiency of Grade 10 Students". He wanted to determine whether the students exhibit better performance in seen text or unseen text. His study proved that the students' performance was better in seen text than unseen text.

Neupane (2004) carried out a research on "A Comparative Study of Listening Comprehension between 'PCL' and '+2' Students". He wanted to find out the listening comprehension of PCL and '+2' students. He found that the average proficiency in listening comprehension of Higher Secondary level student was better than PCL students. The average listening proficiency percentage of HSL and PCL were 56.65 and 49.40 respectively. In sex-wise comparison, he found that the boys were better than girls in PCL but girls were better than boys in HSL. In locationwise comparison, the students learning in HSL in headquarter as well as out of headquarter were better than the students studying in campuses in headquarter and out of headquarter.

Paneru (2007) carried out a research entitled "Listening Proficiency of Tharu and Non-Tharu students of the Government and Private Schools". His main objective of the study was to find out and compare the listening proficiency of Tharu and non-Tharu students studying in private and government aided schools in terms of mother tongue and gender. The researcher collected the data from four schools; two private and two

government schools, in Chitwan district. The sample population was 80 students and they were selected by using simple random sampling procedure. After collecting the data the students' listening proficiency was analyzed using simple statistical tools. He found that the listening comprehension of non-Tharu students were better than the Tharu students. Similarly, the listening proficiency of students of private schools were better than the students of government schools.

Sharma (2010) conducted a research entitled 'Listening Proficiency of Grade Eight Students of Parvat District'. It was the comparative study on listening proficiency of grade 8 students between government and private schools. He wanted to compare the performance of grade eight students in terms of school, genders and items. The data were taken through listening test and questionnaire from randomly selected grade 8 students of selected schools. The sampling population was 64; 16 from each school. The major findings of the study was that the listening proficiency of grade eight students of private schools in average was 75.76 percent whereas the average listening proficiency of grade 8 students government aided school was 56.64 percent. The overall listening proficiency of eighth graders was 66.2 percent. The listening proficiency of private schools was better than government aided schools.

In order to find out the listening proficiency and abilities of students in different levels, several studies have been carried out so far. But no research has been conducted to find and compare the listening comprehension between Majhi and non-Majhi students of Grade 10.

1.3 Objectives of the Study

The study had the following objectives:

- i. to find out the proficiency in listening comprehension of grade ten students.
- ii. to compare the listening comprehension ability of Majhi and Non-Majhi students in terms of :
 - schools
 - gender
 - items
- iii. to identify the problems of those groups.
- iv. to suggest some pedagogical implications.

1.4 Significance of the Study

Listening is the first and foremost skill among four language skills.

Listening creates problematic situation for Nepalese learners of the English language. The students cannot go further until they become good enough in listening comprehension. So, the due importance must be given to enhance the listening skills.

It is expected that the proposed study will be significant to the researchers, subject experts, textbook writers, curriculum designers, language teachers, language trainers and students. Hopefully, it is mostly important for the teachers and learner who involve in teaching and learning English as a second / foreign language in Nepal. The study is equally important to find out the achievement of the students of 10th graders in listening.

1.5 Definitions of the Technical Terms

Mean (x): In this study the term mean refers to the average marks obtained by a group of students.

Standard Deviation (SD): It indicates to the commonest of the dispersion of a distribution i-e the degree to which scores vary from the mean.

t- Value: It refers to the calculated obtained from the mean and standard deviation of the given sample.

t-Test: T-test refers a quantitative procedure for determining the statistical significance of the difference between the means on the two sets of score. In this study it refers to the test applied to find out where the mean difference between two groups is significant of not.

Listening Proficiency: It is the degree of skill obtained through the process of understanding the meaning of spoken language.

Majhi Students: It refers to the students who are typically from Majhi community and use the Majhi language as their mother tongue. Majhi community is a socially deprived ethnic community of Nepal.

Non Majhi Students: Non Majhi student to refers the students from communities other than Majhi.

CHAPTER TWO

METHODOLOGY

2.1 Sources of Data

Data are the information which functions as an evidence. The whole of the research assumption, procedure and findings are based on the data that are collected. Depending upon the sources, data can be categorized into two types i.e. primary and secondary. The primary data are afresh data whereas the secondary one is the second hand. Both primary and secondary sources of data were used to meet the objectives of the study.

2.1.1 Primary Sources of Data

The primary source of data were the class 10 students of government aided schools of Ramechhap district.

2.1.2 Secondary Sources of Data

The secondary sources of data were various books, thesis, articles, journals, research topics and other written documents related to the research work in order to facilitate the study for the secondary sources of data. More specifically, the following were the sources of the study: Aryal (2001), Harmer (2001), Kumar (1999), Neupane (2004), Paneru (2007), Rana (2002), Sharma (2010), Singh (2000), Timsina (2000), Underwood (1989).

2.2 Sampling Population and Sampling Procedure

The population of this study consists of Grade - 10 students from four government aided schools. The sampling population contains 64 students. Out of 64 students, 32 students were Majhi and 32 were of Non-Majhi

community. There were 16 students from each school. Out of 16, 8 were of Majhi and 8 were non-Majhi. Within 8 students, there were 4 girls and 4 boys. The students were selected using stratified random sampling procedures.

2.3 Tools for Data Collection

The data were collected by using the questionnaire. The set of test items were the unseen text. The test item were developed from Sprinter English, Tape developed by CDC, SLC English Practice Book. Four listening test item were conducted. The questions were asked to the following activities.

-) Listen and fill in the blanks
-) Listen and tick the best answer
-) Listen and write true and false
-) Listen and give short answer
-) Listen and rearrange

In addition to above mentioned tools, questionnaire and oral test were used. The short listed tools were:

-) Test : Sprinter English (Developed by Bhudipuram Prakashan)
-) Tape: Developed by CDC (Santhimi for SLC students)
-) SLC English Practice Book.

2.4 Process of Data Collection

The four government schools were selected. Then, the researcher selected schools and visited and explained the purpose of visit to the concern people. The authority was asked to permit for test conduction. The required numbers of students were selected on the basis of stratified

random sampling procedure. Necessary information and instruction were given to the sample population. The cassette was played 3 times for each test. The tests were conducted in the interval of 2 days. The fourth test was conducted by reading the text.

2.5 Limitations of the Study

The study has the following limitations:

- i. The population of the study were limited to grade ten students of four government aided schools in Ramechhap district.
- ii. The sample population were 64 students: 32 from Majhi community and 32 from Non-Majhi community, 16 from each school. Out of 16, 8 were of Majhi and 8 were non-Majhi students respectively. Within 8 students, there were 4 girls and 4 boys.
- iii. The comparison was made between the grade 10 Majhi and Non-Majhi students on the basis of their listening proficiency and comprehension.

CHAPTER THREE

ANALYSIS AND INTERPERATION OF DATA

This chapter is the core part of the research report which contains the main part of the research report study. It includes analysis, interpretation and presentation.

A set of test items was prepared to collect data. It contained the four different test items having equal full mark (20) to measure the listening proficiency. The test items were developed from the recorded materials of 'Sprinter English', 'SLC listening Audio-text' developed by CDC and SLC English Practice Book. The students were provided the opportunity to listen and do the activities. The test items were related to conversation, description and story as well.

The first and the second listening texts were taken from 'Sprinter SLC English Text book.' The students had listened to the text and had to complete it as instructed. Likewise, they were given the test item second and completed as per instruction.

The third and the fourth listening texts were taken from SLC listening audio tape and SLC English Practice Book. The arrangement was set to listen the listening test item third and fourth respectively. They listened and did the activities as per the instruction.

The data are presented in the forms of the marks obtained by the students. It is impossible and even rare to find all the students having equal listening proficiency. Therefore, in the selected schools, the students were found varying in its degree of listening proficiency. Some of them were poor in listening proficiency. The average (Mean) is taken to show the

listening proficiency of the target group. The mean is calculated using the following formula.

$$\bar{X} = \frac{\sum \phi f x}{N}$$

Where

\bar{X} = Mean

ϕ = Sum of

F = Frequency of occurrence

X = Score in a distribution

N = Number of samples.

The analysis and comparison of the students' proficiency in listening comprehension was made on the basis of the marks obtained by the students. The standard deviation (SD) was applied whether the listening proficiency was similar or vast different to each other. Similarly, the coefficient was also applied to see how positive relation there is in listening proficiency. Finally, the T-test was applied to find out whether there was significant distinction or not in listening proficiency of the Majhi and Non-Majhi students of government aided school.

The standard deviation is calculated by the use of following formula:

$$SD = \sqrt{\frac{\sum \phi d^2}{N}}$$

Where

SD= Standard deviation

d = X- \bar{X} i.e. score in distribution-mean

N= Number of Samples

Standard deviation studies how the marks obtained by students distributed from the centre. It helps to the researcher whether there is similar or differences each and every learners of the same group.

The Correlation coefficient is determined by using the following formula;

$$r_{xy} = \frac{N(\phi XY) Z(\phi X) (\phi Y)}{\sqrt{[N\phi X^2 Z(\phi X)^2][N\phi Y^2 Z(\phi Y)^2]}}$$

Where,

X =Score in distribution

Y = Score in distribution

N = Number of samples

Correlation coefficient helps in comparative study how the performance is related to each other.

The t-value consists of the following components:-

- i. The average or mean of the two samples represented as x_1 and x_2 statistically.
- ii. The standard deviation (SD) of the both means statistically represented as SD_1 and SD_2
- iii. The numbers of observations in both population represented as n_1 and n_2

Thus, t - calculating formula is;

$$t = \frac{\bar{X}_1 Z \bar{X}_2}{\sqrt{\frac{SD_1^2}{n_1} \Gamma \frac{SD_2^2}{n_2}}}$$

Where,

t = test statistics

\bar{X}_1 = mean of the first samples

\bar{X}_2 = Mean of the second samples.

SD_1 = Standard deviation of the first samples.

SD_2 = Standard deviation of the second samples.

n_1 = Number of first samples

n_2 = Number of second samples.

3.1 Holistic Comparison of Listening Proficiency of Majhi and Non- Majhi Students

This section deals with the holistic comparison of the proficiency in listening comprehension between the students of Majhi and non-Majhi students.

Table No. 1
Holistic Comparison of Listening Proficiency of
Majhi and Non- Majhi Students

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Non-Majhi	32	42	8.47	52	0.39	8.48	1.96	8.48>1.98
2	Majhi	32	37	7.76	46				

Where,

N= Sample Size

SD= Standard Deviation

t-cal. value ='t' Calculated Value

t. tab value = 't' Tabulated Value

Cor. Coefficient= Correlation Co-efficient

The above table represents the proficiency of Majhi and Non-Majhi students in listening comprehension. It shows that the students belonging to Non Majhi community had 42 average score whereas the students

belonging to Majhi community had 37. The average mark obtained by both was 39.3. The differences between the average mark was 5. Though Non-Majhi students' listening proficiency was more than Majhi students', it was not fact if we had studied the proficiency of individual sample (each student). That could be proved by taking the reference from standard deviation. There was heterogeneous proficiency in listening among Non-Majhi students. The fluctuation was common among Non-Majhi students. There was homogenous in listening comprehension and its proficiency among Majhi students. The standard deviation of Non-Majhi students was 8.47 whereas the standard deviation of Majhi students was 7.76. The difference of standard deviation was 0.71 .

Likewise the total percentage obtained by Non Majhi students was 52 percent whereas the parentage obtained by Majhi students was 46 percent. This percent reflects that the Non-Majhi students had better performance than Majhi in listening comprehension.

Similarly, the correlation co-efficient between Majhi and Non-Majhi students showed that there was the positive relation but it was slight positive. The level of listening proficiency was not comparable between Majhi and Non-Majhi students .

When the listening proficiency was compared to Non-Majhi students with that of Majhi students , there was found significant difference according to the test . Here t-calculated value was 8.48 while t- tabulated value was 1.98 . The t-tabulated value was found out 0.05 level of significance. The result was 't' calculated value > t-tabulated value i.e. the value was significant.

3.2 Listening Proficiency of the Students in Terms of Gender

This section deals with the study of listening proficiency in terms of gender of grade 10 students of selected schools.

Table No. 2

Listening Proficiency of the Students in Terms of Gender

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Non-Majhi	32	42	8.47	52		8.48	1.98	8.48>1.98
2	Majhi	32	37	7.76	46	0.39			

The above table represents the proficiency of male and female of grade 10 students. It shows that the students belonging to male had 52 percent listening proficiency whereas the female students had 46 percent listening proficiency. The average score obtained by the female student was 37. The average marks obtained by male was 42. The difference between the average mark was 5. There was different between male and female students of grade 10 of selected 4 schools of Ramechhap district was fluctuation. The above presented data tells (speak) that the female students were less proficient than male students.

Although the boys were better proficient than girls in listening comprehension, it was not true at all. This can be justified by taking the reference from the column of standard derivation. There was the equal level of proficiency among girls. There was a significant gap among the boys in listening proficiency. The relation between boys and girls was positive. But this relation did not indicate satisfactory. The correlation coefficient was 0.39 which was below than 50 percent proficiency relation of two groups in listening proficiency.

3.3 Comparison of Listening Proficiency of Majhi Girls and Non-Majhi Girls

The table presented below shows the listening proficiency of Majhi girls and Non- Majhi girls.

Table No. 3
Comparison of Listening Proficiency of Majhi Girls
and Non-Majhi Girls

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Non-Majhi girls	16	38	8.71	47	0.12	0.73	1.96	0.7<1.96
2	Majhi girls	16	36	6.47	45				

The above table shows that the listening proficiency of Non-Majhi girls was better than Majhi girls. The average Mark secured by Non-Majhi girls was 38 whereas the average mark obtained by Majhi girls was 36. The differences was 2 in average mark.

Similarly, Majhi girls students were found of equal rank in their proficiency. But Non-Majhi girls' performance was not balance at all because the mark obtained by each girl was too much gap. This could be justified taking the reference from standard deviation. The standard deviation of Non-Majhi students was 8.71 whereas the standard deviation of Majhi students was 6.47.

The percentage obtained by Non-Majhi students was 47 percent. It was better in comparison to Majhi girls. The Majhi girls had got 45 percent which was by 2 percent difference. The correlation Co-efficient was 0.12

which was not satisfactory. The correlation coefficient more than 0.5 was regarded as positive relation. It shows that there was not equal level of proficiency in listening between Majhi and Non-Majhi girls of grade 10.

A 't' test was applied on the data to determine whether the difference between the two groups was statistically significant or not. The t-calculated value from the two groups was 0.73. The tabulated value 't' was found out at 0.05 level of significance. The 't' tabulated value was 1.96. The result in both case was 't' calculated value was < t tabulated value. There was no significant difference.

3.4 Comparison of Listening Proficiency of Majhi and Non-Majhi Boys

Table No. 4
Comparison of Listening Proficiency of Majhi
and Non-Majhi Boys

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Non-Majhi Boys	16	46	9.6	57.5	0.6	2.8	1.96	2.8>1.96
2	Majhi Boys	16	38	5.6	47.5				

The above table presents the listening proficiency of Majhi and Non-Majhi boys of grade 10 students of selected Schools. The average score obtained by Non-Majhi boys was 46 whereas the average score obtained by Majhi boys was 38. The difference was 8. This reflects that there was vast gap between Mahi and Non-Majhi students in listening proficiency.

The standard deviation of Non-Majhi students was 9.6 whereas the standard deviation of Majhi student was 5.6. The difference of standard deviation of these two groups was 4. This shows that there were diverse

natures of the students in Non-Majhi community. The level of proficient was dissimilar. One can had a quick and good proficient. There was equal level of learners in Mahi students.

Similarly the percentage scored by Non-Majhi students was 57.5 where as the percentage obtained by Majhi students was 47.5. The difference had remained by 10 percent. This shows that the Non-Majhi students had better performance in listening proficiency. The correlation coefficient was 0.6. That showed the positive relation between these two groups.

A t-test was applied on the data to determine whether the difference between the two groups was statistically significant or not. The t-calculated value from the two groups was 2.8. The tabulated value was 1.96. The result in both case was 't' calculated value > t-tabulated value. i.e. the result was significant.

3.5 Comparison of Listening Proficiency of Majhi Boys and Majhi Girls

Table No. 5
Comparison of Listening Proficiency of Majhi Boys
and Majhi Girls

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Majhi Boys	16	38	5.6	47.5	0.21	0.93	1.96	0.93 < 1.96
2	Majhi Girls	16	36	6.47	45				

The above table shows the listening proficiency between Majhi boys and Majhi girls in a numerical form. The average mark obtained by Majhi boys was 38 whereas the average mark obtained by Majhi girls was 36.

This shows that Majhi boys were more proficient than Majhi girls. But the difference was just 2 in an average mark.

Not only the Majhi boys had better average marks but also the levels of proficient was equal.. That was not the case in Majhi girls. That could be verified by the reference of standard deviation. The Majhi boys had obtained 5.6 standard deviation where as the Majhi girls had obtained 6.47. The result of girls showed that one was extremely proficient in comparison to the next. The gap was too close among the Majhi boys.

A t-test was applied on the data to determine whether the difference between the two groups was statistically significant or not. The t-calculated value from the two groups was 0.93 and t-tabulated a value was 1.96. The t-tabulated value was found out at 0.05 level of significance. The result in both case was t-calculated value < t-tabulated value i.e. the result was not significant.

3.6 Comparison of Listening Proficiency of Non-Majhi Boys and Non-Majhi Girls

Table No. 6
Comparison of Listening Proficiency of Non-Majhi Boys and Non-Majhi Girls

S.N.	Variables	N	Mean	SD	%	Cor. Coefficient	t-cal value	t-tab value	Remark
1	Non-Majhi Boys	16	46	9.6	57.5	0.18	2.46	1.96	2.46>1.96
2	Non-Majhi Girls	16	38	8.7	47				

The above table presents the listening proficiency of non- Majhi boys and girls. The listening proficiency of Non-Majhi boys was better than girls. The average mark obtained by Non-Majhi boys 46 where as the average

mark obtained by Non-Majhi girls was 38. The distinction between them in average mark was 8.

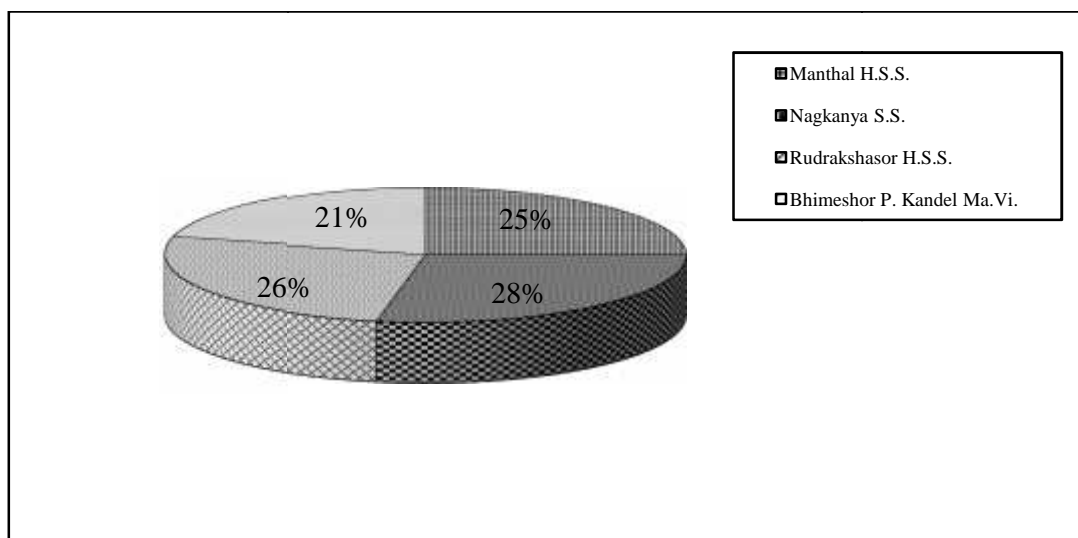
The superficial proficiency of Non-Majhi boys seemed better than girls. However, the level in proficiency of each student of boys was worse than girls. This was because of the fluctuation in score. That could be justified from the column of standard deviation. The standard deviation of boys was 9.6 whereas the standard deviation of girls was 8.7.

According to the percentage Non-Majhi boys had better proficiency in listening than Non-Majhi girls. The percentage of Non-Majhi boys was 57.6 percent whereas the percentage of Non-Majhi girls was 47 percent. The difference was 10.5 percent. The correlation coefficient was 0.18. It showed that they had a positive relation but it was not in a satisfactory way.

A 't'-test was applied on the data to determine whether the difference between the two groups was statistically significant or not. The t-calculated value from the two groups was 2.46 and the t-tabulated value was 1.96. The t-tabulated value was found at 0.05 level of significance. The result in both cases was 't' calculated value > t-tabulated value i.e. the result was significant.

3.7 School Wise Listening Proficiency of All Four Schools in the Form of Pie-Chart

Figure No. 1
School Wise Listening Proficiency of All Four Schools in the Form of Pie-Chart

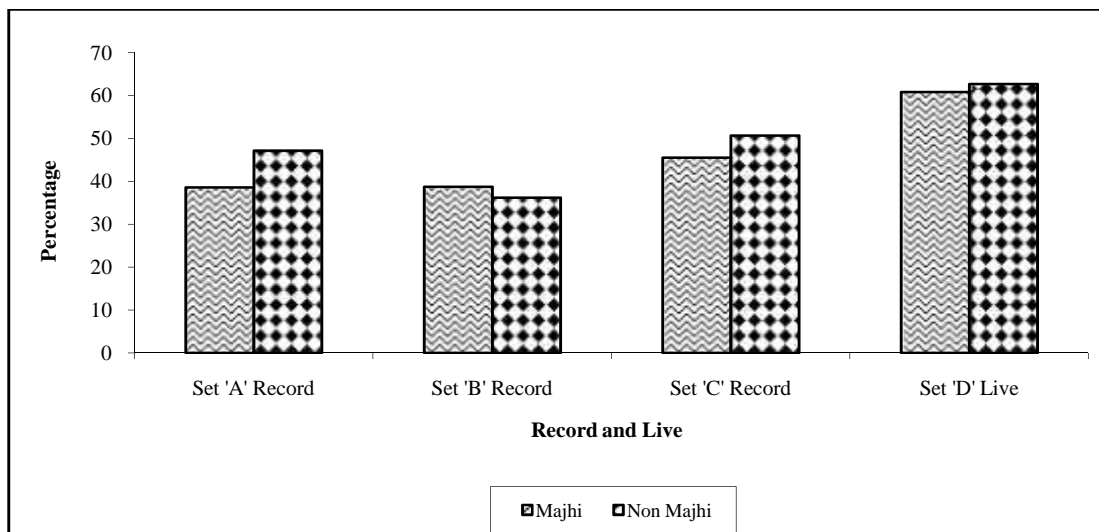


From the above chart, it was obvious that the proficiency of Nagkanya Higher secondary was 28 percent which was the highest among all. In the same way, the proficiency of Bhimeshor parson kandel was found to be the lowest of all i.e. 21 percent. The remaining schools viz. Manthali Higher secondary school and Rudrakshasor Higher secondary school obtained 25 percent and 26 percent average Listening proficiency respectively .

3.8 Listening Proficiency in Live and Recorded Text

Figure No. 2

Listening Proficiency in Live and Recorded Text



The multiple bar diagram given above shows the set wise proficiency of grade 10 students. The first three set were presented through the recorded materials and the fourth (set D) was presented through the live materials. The proficiency was found quite better in live materials than recorded materials. In set A, the proficiency of Majhi students was 38.6 percent whereas the proficiency of Non Majhi was 47.18 percent. The students were found less proficient in set B in comparison to other set. The fourth set (set D) shows that both Majhi and Non- Majhi students had better proficiency. Though there was the good result of proficiency, the Non-Majhi students had obtained more than Majhi students.

3.9 Analysis And Explanation of the Identified problems From the Questionnaires: Teachers' Responses

To find out problems of the students in listening, the teachers were asked some questions which were based on the following points

- a. Language skills
- b. Time allotment
- c. Type of materials
- d. Material related problems
- e. Students related problems
- f. Use of teacher's guide to teach listening skill
- g. Exposure of target language
- h. Administrating listening test to the students
- i. Suggestion for making teaching listening effective and easier

a. Language Skills

The teachers were asked whether all the language skills were equally important or not in the first questions. In response to the questions, some of the teachers answered positively stating that all the four language and other language skills are affected if there lacks one language skill. But some of the teachers were found to give preference to writing and speaking only. They were not found to conduct listening timely. So, this hindered the students proficiency.

b. Time Allotment

In response to the question, "How much time do you invest for teaching listening skill in a week?" the researcher found varied answer from them. Some of them had administered two or three hours a week and some of them have administered listening in the class once a week and some of them have administered only after the completion of each unit.

c. Types of Material Related Problems

Different kinds of materials were found to be used by the teachers for listening purpose. Some teachers were found to use word cards, drawing etc. Some were found to use C.D. player, television and some were found to use tape and cassette player only.

d. Material Related Problems

Though the teachers have answered that they had used various kinds of materials for teaching listening, the researcher himself found that there lacked even the basic materials for listening in most of the schools. They didn't have cassette player and tapes. In one of the schools, there lacked electricity. So, the researcher had to use batteries for testing the students listening proficiency. This was one of the reasons behind the students poor listening proficiency.

e. Students Related Problems

According to the teachers responses, the students face difficulty in understanding because of speaker's speed while listening and also because of the speaker's pronunciation. The researcher found out that it was all because of lack of practice in listening and speaking English in the classroom and also because of the mother tongue they use in the class.

f. Use of Teacher's Guide to Teach Listening Skill

The teachers who were asked whether they used teacher guide to teach listening skill or not, answered that they used teacher's guide very often. But the performance shown by the students was not satisfactory though the teacher had followed the activities asked for in the books. This proves

that the teachers neither used teacher guide nor they made the students practice with listening regularly.

g. Use of Target Language in the Class

Half of the teachers were found to use the target language in the class and half of the teachers were found to use both languages i.e. Nepali as well as English. The researcher came to know that this was also one of the reasons behind the students poor listening proficiency.

h. Administering Listening Test to the Students

Majority of the teacher were not found to administer listening test to the students.

i. Suggestions for Making Teaching Listening Effective and Easier

The researcher tried to seek some suggestions from teachers for making teaching listening effective and easier. The suggestions obtained from them have been listed below.

- i. There should be regular listening classes
- ii. Training to the teachers should be given time to time
- iii. More listening practice to the students should be given in the school
- iv. Regular listening test should be conducted
- v. Materials should be made available for listening practice
- vi. There should be managing of special language classes by the school administration.

3.10 Analysis and Explanation of the Identified Problems from Questionnaire: Summary of the Student's Responses

The questions given to the students were focused on the following points.

- a. Time allotment
- b. Source of news for listening
- c. Listening practice at home
- d. Medium of teaching other subject
- e. Material availability
- f. Provision of listening test.

a. Time Allotment

The tape recorders were found to be used in different times by the different teachers in different schools according to the students' answer. Some of the teachers were found to use the tape recorder sometimes only and some of the teachers were found to use them very rarely. Some teachers were found to use tape recorder once a week and some were found to use it once in fortnight. From the answers given by the students, the researcher found out that the teachers were not found to make the students practice listening regularly. This was the reason behind the poor listening proficiency of the students.

b. Source of News for Listening

In case of the source of news listening, most of the students were found to watch NTV and few of them were found to watch (listen) the news of Kantipur T.V.. They were not found to listen to or watch the programme like BBC.

c. Listening Practice at Home

Most of the students were found not to practise listening at home. They were found to practise listening only in the school. This was also one of the reasons behind the students poor listening proficiency.

d. Medium of Teaching Other Subjects

In most of the schools the medium of teaching was in English except Nepali subject and in some of the schools the medium of teaching both in Nepali and English. It was schools in which the medium of teaching and learning was English and Nepali, the students of those schools were found to have higher proficiency in listening than the students of those schools who have their learning in Nepali medium.

e. Material Availability

In some of the schools there were not desired listening materials. In some schools there lacked cassette players. In the same way, in some schools, they lacked tapes as well. This was also the reason behind students poor listening proficiency.

f. Provision of Listening Test

In most of the schools there was not the provision of listening test in the terminal examination. This was the core reason behind the students poor listening comprehensibility and the poor listening proficiency.

CHAPTER- FOUR

FINDINGS AND RECOMMENDTIONS

4.1 Findings

The findings of the study based on the analysis and interpretation of the data can be stated as follows :

- a. The average listening proficiency of Majhi students was 46 percent whereas the average listening proficiency of Non-majhi students was 52 percent . It shows that the students belonging to Non- Majhi community were more proficient in listening than the students belonging to Majhi community. The difference was significant which was verified by using the various tools of statistics esp. t-test.
- b. In gender wise comparison, the average listening proficiency of the boys was 52 percent whereas the listening proficiency of girls was 46 percent. There was the difference by 6 percent. It shows that there was the significant difference between the boys and the girls in listening proficiency which was proved by t-test.
- c. It was found that the Non-Majhi girls had better proficiency in listening than Majhi girls. Non-Majhi girls had obtained 47 percent listening proficiency whereas Majhi girls had obtained 45 percent listening proficiency. It shows that there was no significant different which was proved by t-test.
- d. In Comparison of listening proficiency of Majhi and Non-Majhi boys the average listening proficiency of Non-Majhi boys was

57.5 where as the average listening proficiency of Majhi boys was 47.5. This was found after the use of various statistical tools.

- e. In comparison of Majhi boys and Majhi girls the average listening proficiency of Majhi boys was 47.5 percent whereas the average listening proficiency of Majhi girls was 45 percent although the difference was not statistically significant which was verified by t-test.
- f. It was found that the average listening proficiency of Non-Majhi boy was 57.5 percent where as the average listening proficiency of Non- Majhi girls was 47 percent. Non Majhi boys excelled the Non-Majhi girls by 9.5 percent in listening proficiency. The difference was significant which was proved by t-test.
- g. The listening proficiency of the students belonging to different schools are as follows:

S.N.	Name of School	Listening Proficiency
1	Manthali H.S.S.	25%
2	Nagkanya S.S.	28%
3	Rudrakshyashwor H.S.S.	26%
4	Bhimeshwor Prosun S.S.	21%

- h. Teaching materials play vital role in language teaching and learning. It was found that the students had higher proficiency in listening with the live materials than recorded one. The listening proficiency of live material was 62.66 percent and 60.79 percent of Majhi and Non-Majhi students respectively. Likewise among all three set of recorded material the highest listening proficiency was 50.62 percent and the least listening proficiency was 36.2 percent.

4.2 Recommendations

On the basis of the findings obtained from the analysis of the data some recommendations are as follows:

- i. It was found that the listening texts are not strictly followed though they are prescribed in the course. The listening skill is not included in the evaluation scheme except in SLC. So, it should be included in the evaluation scheme by allocating some marks. Obviously, this will help to improve the proficiency in listening comprehension of the students.
- ii. The Students are not habituated to listen to the native speakers' voice. So, they should be provided with the opportunity to listen native speakers' voice.
- iii. Every school must have at least the required basic listening material such as cassette, tape recorders etc.
- iv. The Non-Majhi students had better listening proficiency than Majhi students because the Majhi students are socially deprived and neglected in the school. To improve listening comprehension, Majhi students have to be treated properly and equal opportunity should be provided to them to practise listening text in schools.
- v. The methods and techniques applied by the old teachers in the classroom was not suitable. So, they should be trained, well equipped and habituated with the listening skill by the help of training, seminar workshop and materials.

- vi. It is said that language cannot be learnt unless it is used. Therefore, the medium of instructions should be in English for teaching and learning the English language.
- vii. Sounds/voices in cassettes must be recorded and produced by highly expert professionals.
- viii. The teaching and learning materials for listening should be made available in all parts of our country.
- ix. The text and evaluation procedure must be included in the school curriculum from the very beginning i.e. from pre-primary.
- x. The Students should be encouraged to listen English news from different media like Radio Nepal, TV, BBC etc.
- xi. The exposure plays a vital role to improve language skill i.e. the more the exposure, the better the learning. So the teacher must create a conducive learning environment in listening.
- xii. The girls were found weak in listening in comparison to boys in most of the government aided schools. So, they should be highly encouraged.
- xiii. All the four language skills should be taught in an equal exposure so as not to neglect the listening skill.

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