

# CHAPTER-ONE

## INTRODUCTION

### 1.1 General Background

Testing is an indispensable part of every teaching and learning experience. It is formalized as a set of techniques or procedure. Testing plays an important role in language teaching and evaluation in classroom setting.

Language testing is simply means the evaluation of the students on how far they have learned. Khaniya (2005, p.3) says that unlike in other areas of language studies in language testing, language serves both purposes; language as an instrument for testing (process) and language as a subject matter for testing (content). For Davis (1968, p.5) language testing involves both linguistics and psychology because it is concerned with language and with learning". He further says that good test is an obedient servant since it follows and apes the teaching. (As cited in Hughes 2003, p. 2)

Hughes (2003) doesn't argue the concept laid by Davis (1968). According to him, "the proper relationship between testing and teaching is surely that of partnership". He further says that there may be occasions when the teaching program is potentially good and appropriate but testing is not; we are then likely to suffer from harmful backwash. (p.2)

The purposes of testing are not always the same. There are various purposes of language testing. Although, most of the language teachers wish to evaluate individual performance, the aim of classroom test is different from that of the external examination.

Language tests can be classified from a number of perspectives. Language tests are classified on the basis of the medium in which the test is carried out, on the

basis of the purposes for which the test is being administered, on the basis of the skill being tested, on the basis of talking language elements apart or getting them together; and on the basis of interpretation of test scores (norm or criterion).

Khaniya (2005) describes four different types of test: proficiency test, achievement tests, diagnostic test, prognostic test and placement test. He adds that the purpose of testing determines the kind of test; the user should develop or look for. (p.83)

From the aforementioned discussion, we come to the conclusion that testing is used to evaluate the ability of a student in the particular field. In fact, a good test helps the teacher to ascertain which parts of the language education have been found difficult by the class. It will further help to evaluate the effectiveness of the syllabus as well as methods and materials the teacher is using.

### **1.1.1 Testing Proficiency in Language**

Proficiency refers to the ability of the learner in language. It refers to having sufficient command of the language for a particular purpose. Hence proficiency is defined as how much of a language someone has learnt (Davis et.al.1999). Brown (1994, p.258) says “A proficiency test is not intended to be limited to any one course, curriculum or single skill in the language.”

Similarly, Khaniya (2005) views that the proficiency test is forward looking test in the sense that it defines the ability of a student to use language with reference to a particular task, which the learner is expected to use in future.

Therefore, it is the way of measuring language ability of students in anticipation of some tasks that they are expected to perform. The proficiency is concerned with specific skills and abilities rather than general abilities. Tests; Test of English as a Foreign Language (TOEFL), International English

Language Testing System (IELTS) entrance examination at different colleges or universities and the Oxford EFL examinations are the examples of the proficiency test.

### **1.1.2 Language Skill**

Language skill is universally accepted as the combination of four different but interrelated skills: listening, speaking, reading and writing. Only after sufficient amount of listening, a child can develop speaking skill, and reading skill and writing skills are developed later on.

Listening and reading are taken as receptive skills and speaking and writing are taken as productive skills. In the past, not all the language skills used to be equally emphasized. Only, reading and writing were highly focused. Listening and speaking were totally neglected. But in fact, in the absence of one skill, other skills do not exist.

Four major skills should be carefully graded and used to perform as many communicative tasks as possible. Hence, a test writer should concentrate the ability to use language for real life communication. Questions for testing oral ability: polite request, instruction, advice would be preferred. For testing writing ability questions which require students to write letters, reports would be used. In listening and reading tests on which students show their ability to extract specific information of a practical nature would be preferred.

### **1.1.3 Listening Skill**

Listening is an active skill not passive process. A learner is actively involved in the process of communication, which in turn helps him to learn the language. Khaniya (2005, p.126) says that in order for the listener to understand what is said the listener must correct the two layers of information in a meaningful way. Underwood (1989,p.1) says “Listening is the activity of paying attention to and trying to get meaning from something we hear.”

From these definitions, we can say that a listener has to pay attention to get meaning in listening activities. It is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary and grasping his meaning.

Listening is the first language skill that a child acquires. It is often neglected skill. According to Andrian Doff (1988, p.199), there are two types of listening:

#### **A. Casual Listening**

In most of the cases in all day to day life, we listen to various things without any particular purpose in mind. Hence, we do not pay much attention to the content manages. We practice the type of listening in all day social, formal, contents in an interaction with other.

#### **B. Focused Listening**

This type of listening is something like intensive reading. When you want to listen to something with a particular purpose in mind you do focused listening. This is used when we listen to all business clients and other negotiators like all teachers and lectures. We are attentive and concentrate on what the speaker is saying.

Ur, p. (1984, p.106) says "In principle, the objective of listening comprehension practice in the classroom is that, students should learn to function successfully in real life listening situation." He gives the following characteristics of real life listening situation.

- i) Informal spoken discourse
- ii) Listener expectation and purpose
- iii) Looking as well as listening
- iv) Ongoing, purposeful listener response
- v) Speaker attention

Hence, listening is a complex process. In listening, the listener receives the incoming data, on the basis of wide variety of linguistic and non-linguistic knowledge. Anderson and Lynch (1988, p. 3) say that listening is the means to immediate oral production which is the imitation of spoken forms. They further say that all four conventional skills should be introduced simultaneously so that practice in one can support and reinforce practice in others.

There are different views on how incoming sounds are processed by a listener for understanding the message. However, according to Buck (2001) there are two most important views on how listening comprehension takes place; i.e. top-down process and bottom-up process. The bottom-up approach to listening assumes that language comprehension through listening is a process of passing through a number of consecutive stages.... The top-down approach adopts a different view on how language is processed while listening for comprehension. (As cited in Khaniya 2005)

For Willis (1981 as cited in Khaniya 2005, p.128) the following are the major listening sub-skills:

- ) predicting what people are going to talk about
- ) guessing meaning of unknown words or phrases without panicking
- ) using one's own knowledge of the subject to help one understand
- ) identifying relevant points, rejecting irrelevant information
- ) retaining relevant points by note taking
- ) recognising discourse markers, e.g. well, oh, another thing is, how, finally, etcetera
- ) recognising cohesive devices including link words, pronouns, references, etcetera
- ) understanding different intonation patterns and uses of stress which gives clues to meaning and social setting
- ) understanding inferred information, e.g. speaker's attitude or intention

Listening can be tested without involving speaking. In some cases, listening may involve writing as well like listening to a lecture and note taking and summarizing. Listening is a receptive skill like reading. From a testing point of view, listening is different from reading in the sense that the listener can't move backward and forward like what he can do while reading.

#### **1.1.4 Importance of Listening**

Listening is the first of the four language skills. Listening 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. It is the most important and fundamental skill of language learning. Listening skills make us more productive, help us to get along better with others, and allow us to work better in a team based environment. We can also develop network successfully. Good listening skills make learners more productive. The ability to listen carefully will allow you to:

- ) better understand assignments and what is expected of you;
- ) build rapport with co-workers, bosses, and clients;
- ) show rapport;
- ) work better in a team-based environment;
- ) resolve problems;
- ) answer question;
- ) find underlying meaning in what others say. ( as cited in [www.listeningkill.com](http://www.listeningkill.com))

A child becomes fluent speaker within three or four years mainly because of the sufficient opportunity provided to listening. He receives information by listening adult people speaking in his family and neighbourhood. Listening becomes very important in language classroom. If the listener knows what is being spoken about, comprehension is much easier.

According to Underwood (1989) if the students do not learn to listen effectively, they are supposed to be unable to take part in oral communication. Merely to hear what a speaker says is insufficient for communication to occur. When a listener fails to understand the message, we say that communication has broken down (p.4). Hence, learning to listen is very important. We want our students to become involved and active listener.

According to Kathleen Galvin (as cited in Underwood 1989, p.4) there are five main reasons for listening:

- a) to engage in social rituals
- b) to exchange information
- c) to exert control
- d) to share feelings
- e) to enjoy yourself

The aforementioned points also add more bricks in the importance of listening. Furthermore, listening occurs in the course of conversation, where each participant switches role and becomes alternately speakers and listener. The main purpose of language teaching is to enable students to participate in conversation.

### **1.1.5 Listening Perception and Listening Comprehension**

Listening perception and listening comprehension are the two aspects of listening skills. Literally, perception means the ability to see, hear and understand. And linguistic meaning is the recognition and understanding of events, objects and stimuli through the use of senses.

Comprehension, on the other hand is the power of understanding. It is the process by which a person understands the meaning of written or spoken language. Listening comprehension is identifying words, building

interpretations and utilizing those interpretations. It is the most important and fundamental skill of language learning.

### **1.1.6 Stages of Listening Comprehension**

Mainly, there are three stages of teaching listening comprehension: Pre-listening, While- listening and Post listening.

#### **1. Pre-listening Stage**

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

According to Underwood (ibid...) pre-listening activities can consist of a whole range of activities, including:

- ) the teacher giving background information;
- ) the students looking at pictures;
- ) discussion of topic or situation;
- ) a question and session;
- ) written exercises;
- ) following the instructions for the while-listening activities;
- ) consideration of how the while-listening activity will be done (p.31).

Each of these activities helps to focus the students' mind on the topic by narrowing down the things that the students expect to listen. Furthermore, the aim of this stage is to prepare the students for listening. How much preparation

they need depends on the level of the students and the level of difficulty of listening materials.

## **2. While-listening Stage**

While-listening stage activities help learners develop the skills of eliciting messages from spoken language. These are the activities which are asked during the time that they are listening to the text.

At this stage, the teacher presents the designed tasks. The students listen to the text and perform the given tasks on the basis of their comprehension. The teacher provides them feedback by looking at their work and commenting and praising them.

According to Underwood (1989, p.49) the following activities can be done for while-listening stage:

- ) completing grids
- ) picture drawing
- ) using lists
- ) labelling the pictures
- ) true/false exercises based on the texts
- ) spotting mistakes
- ) putting pictures into orders
- ) matching pictures with what is heard
- ) predicting

There are more activities that can be done in while-listening stage such as carrying out action, completing pictures, seeking specific information and so on.

## **2. Post -listening Stage**

Post-listening stage is the last stage of listening comprehension. It is also called follow-up stage. At this stage, the teacher reads/plays the text third times and the students check their answers.

Post listening activities can be much longer than while-listening activities because at this stage the students have time to think, to discuss, to write.

According to Underwood (1989, p.80) in selecting post-listening activities, attention should be given to the following factors:

- a) how much language work you wish to do in relation to the particular listening text;
- b) whether there will be time to do much post-listening work at the end of the listening lesson;
- c) whether the post-listening work should consist of speaking, reading or writing;
- d) whether the post-listening stage is seen as an opportunity for pair/ group work or whether it is intended that students should work alone;
- e) whether it is necessary to provide post-listening activities which can be done outside the classroom.

Activities, like role play, dictation summarizing can be done for this stage. Furthermore, problem-solving and decision making are popular post-listening stage.

## **1.2 Review of the Related Literature**

A number of studies have been carried out particularly in connection with listening proficiency. Some of them are as follows;

Singh (2000) carried out a research on “Listening Comprehension of Grade Eight Students”. The major objective of the study was to find out the comprehension of grade eight students in listening texts and their problems and difficulties. Based on this, four types of objective questions were developed. The population included 80 students, 20 from each of the four schools. The finding showed that the performance of Eighth graders in listening

comprehension was fairly good. They were weak in the comprehension of texts. Obviously, the students of private schools were found better.

Timilsina (2000) has conducted a research on “The Effectiveness of Recorded Materials over Conventional Techniques in Teaching Listening comprehension.” It was an experimental study and the objective of which was to find out the effectiveness of recorded materials in teaching listening comprehension. The population of the study consisted of grade nine students of Jhapa. The researcher taught the experimental group by using recorded materials whereas the control group was taught by using traditional techniques. The pre-test and post test showed the difference. The finding was that the experimental group could not perform better may be because recorded voice was quite new for the learners.

Aryal (2001) conducted a research on “Listening Proficiency of Grade Ten Students of Public schools.” The major objective of the study was to find out the proficiency of the students while preparing for SLC examination and of comparing their achievement in listening comprehension between seen and unseen texts. The samples for the research were 100 students of 5 secondary schools of Gorkha district. The tools employed were three types of objective questions and dictation paragraphs. The findings of the study were presented descriptively. The performance of the students in objective questions was found to be insignificant. Though the students showed better proficiency in the seen texts, the difference was insignificant. Similarly, listening text included in the texts lack varieties.

Rana (2003) conducted a research on “Listening Abilities of Nepalese Learners of English.” The main objective of the study was to determine the listening abilities of the Nepalese learners of English. The population of the study consisted of 120 students of PCL 1<sup>st</sup> year and Master level 1<sup>st</sup> year from 6 streams: 3 faculties and 3 Institutes from 7 campuses in the Kathmandu valley. They were selected using stratified random sampling. A set of structured test

items were the tool consisting of 3 types of questions. Students of Indo-Aryan language background obtained more percentage in the test of segmental sound than non-segmental sound units, etc.

Chapagain (2005) conducted a research on “Proficiency in Listening Comprehension of Grade Nine Students”. The main objective of the study was to find out the proficiency in listening comprehension of grade nine students and to compare the listening comprehension in terms of content oriented variables and informant oriented variables. The samples for the research were 120 students of six private and government schools of Kathmandu valley using stratified random sampling. Six types of texts were taken from IELTS test preparation books which included six types of objectives questions. The average proficiency in listening comprehension was found to be 56.93 per cent i.e. 5 band level according to IELTS band score table. Similarly, the students showed highest proficiency in Identifying Details (ID) and the lowest in Identifying main idea.

Though various researches have been carried out in the listening proficiency but this study is different from those previously mentioned. The study on listening proficiency in grammatical units has not been conducted yet. Furthermore, its objectives and methodology make it different from other researches.

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

The objectives of the present study were as follows:

- i) To find out the listening proficiency of grade six students of Kathmandu district.
- ii) To compare the achievement of the students in terms of
  - ) Inter-school Private and government-aided
  - ) Grammatical units Word, phrase and sentence

) Gender-wise comparison

iii) To enlist some pedagogical implications.

## **1.4 Significance of the Study**

This study is supposed to be useful as it throws light on the proficiency level in listening comprehension, it is important in the field of English Language Teaching (ELT). The teachers, textbook writers and syllabus designers can modify their approach in light of the information provided by this study. It reinforces the teachers to use cassette player in the classroom. Furthermore, it will be beneficial them to create the environment where all the students speak English, where the achievement obtained by the private school becomes fruitful. The more English they speak in the class, the better their performance becomes. Similarly, its findings show that there are few exercises to evaluate the students' proficiency in listening sentence. Therefore, textbook writers should check the exercises in order to check the students' proficiency in listening sentences. It will be beneficial to those who are directly and indirectly involved in teaching learning English as it provides some recommendations for the teachers who teach grammatical units in grade Six and book writers of this grade.

# **CHAPTER-TWO**

## **METHODOLOGY**

This section deals with methodology that I used to collect the data including sources of data, population of the data, sampling procedure, tools for data collection, procedure and limitations of the study.

### **2.1 Sources of Data**

I used both primary and secondary sources of data for the completion of the study.

#### **2.1.1 Primary Sources**

For this study, the primary sources of data were the sixth grade students of selected schools.

#### **2.1.2 Secondary Sources**

The secondary sources of data were different books and many other types of researches related to the present topic. Some of the books were Anderson and Lynch (1988), Underwood (1989), Crystal (1998), Hughes (2003).

### **2.2 Population of the Study**

The population of the study consisted of the sixth grade students of Kathmandu district. Total population of the study was 40.

### **2.3 Sampling Procedure**

Two schools from Kathmandu district were selected by using non-random judgemental sampling procedure representing both private and public sectors. The same procedure was used to select grade six students for the study. Twenty

students from each school were selected. Altogether, forty students were taken for the study. I collected the data from twenty girls and twenty boys. Hence, I took equal number of boys and girls from each school.

## **2.4 Tools for Data Collection**

The test items were administered to assess the listening proficiency of the students. Five different listening texts were used. Questions were designed to assess listening proficiency on word, phrase and sentence as task-1, task-2 and task-3. Hence, multiple choices, completing the passage and putting the sentences in order completing dialogue, and answering the questions were asked. The full marks was 60.

## **2.5 Procedure for Data Collection**

The process of data collection was as follows;

First of all, I prepared test items based on the grammatical units. Then, I did piloting of the test items. Then, I went to the field and established rapport with the school administration and teachers. After then I explained the main objective of visiting and fixed the time for data collection. Then, I divided the population into two groups: male and female. Having done this, I selected the required number of students from each group. Then, I distributed the test items and explained what the students were supposed to do. Then I played the cassette three times. Finally, I asked to check their answers and the data were collected.

## **2.6 Limitations of the Study**

The study was limited to the following limitations:

- i) The study was limited to two schools of Kathmandu district, and including both private and government-aided school.

- ii) The population of the study was 40 only consisting 20 students from each school.
- iii) Only grade six students were included in the study.
- iv) The test was based on listening test.
- v) The study was limited to these variables:
  - Grammatical units namely word, phrase and sentence
  - School-wise comparison (private and government-aided)
  - Gender-wise comparison.

## CHAPTER – THREE

### ANALYSIS AND INTERPRETATION

This chapter deals with the tabulation and interpretation of the collected data. After collecting the data, the answers supplied by the students were assigned marks. Two marks were assigned for each correct answer and no marks were assigned for incorrect answers. After assigning marks they were tabulated under various headings.

The total proficiency of the students was calculated by using this formula.

$$\bar{X} = \frac{\sum fx}{N}$$

Where,

$\bar{X}$	=	Mean
F	=	Frequency of Occurrence
	=	Sum of
X	=	Score in a distribution
N	=	Number of scores

The following headings were used for analysing the data:

- i) Listening proficiency of sixth grade students as a whole
- ii) Comparison of the students' achievements in terms of:
  - ) Inter-school ( private and government- aided)
  - ) Grammatical units ( word, phrase and sentence)
  - ) Gender-wise comparison

#### 3.1 Listening Proficiency of Sixth Grade Students as a Whole

This section deals with the overall proficiency in listening comprehension of the students of selected schools as a whole.



**Table No. 1**

**Listening Proficiency of Sixth Grade Students as a Whole**

S.N.	Schools	No. of Students	Types of Test Item	F.M.	F.M. of Total Students	CR	Mean	Percentage	FM of Students as a Whole	C.R. of Whole Students	Mean as a Whole	Percentage as a Whole
1	S1	20	3	60	1200	659	30.95	54.91	2400	1523	38.07	63.45
2	S2	20	3	60	1200	864	43.2	72				

The table no. 1 shows the listening proficiency of two different schools namely S1 and S2 where the former is the government-aided and the latter is the private school. Students' listening proficiency in listening grammatical units namely word, phrase and sentence were tested. Hence, three types of test items were designed each test items carrying 20 marks. The students of government-aided school have obtained 659 marks out of 1200 full marks with the mean score as 30.95 where the average score is 38.07. Hence, they have obtained less than the average score. Their average proficiency in listening is determined to be 54.91 per cent. But, the students of private school have obtained 864 marks out of 1200 full marks with the mean score as 43.2 where the average score is 38.07. Hence, they have obtained more than the average score. Their average proficiency in listening grammatical-units is determined to be 72 per cent.

The aforementioned table i.e. table no. 1 also shows that the average proficiency of sixth grade students as a whole. Looking at their correct responses they are found to have obtained 1573 marks out of 2400 full marks with the mean score as 38.07. Their average proficiency in listening is determined to be 63.45 per cent. It means their performance is satisfactory.

### **3.1.1 Listening Proficiency of the Students in Word Level as a Whole**

Proficiency in listening phrase of the students of the selected schools as a whole has been shown in the overleaf table.

**Table No. 2**

**Listening Proficiency of the Students in Word Level as a Whole**

S.N.	Schools	No. of Students	Types of Test Item	F.M.	F.M. of Total Students	CR	Mean	Percentage	FM of Students as a Whole	C.R. of Whole Students	Mean as a Whole	Percentage as a Whole
1	S1	20	1	20	400	274	13.7	68.5	800	588	14.7	73.5
2	S2	20	1	20	400	314	15.7	78.5				

In the aforementioned table i.e. table no. 2, the first row presents the score obtained by the students of government-aided school from where 20 students were taken. In listening word level, they have obtained 274 marks out of 400 full marks with the mean score as 13.7, i.e. 68.5 per cent. Similarly, the second row presents the score obtained by the 20 students of private school. In listening word level, they have obtained 314 out of 400 full marks with the mean score as 15.7, i.e. 78.5 per cent.

The aforementioned table i.e. table no.2 shows the average listening proficiency of sixth grade students in word level as a whole. According to the table, they are found to have obtained 588 marks out of 800 full marks with the mean score as 14.7. Their average proficiency in listening word is determined to be 73.5 per cent. Hence, their performance as a whole in word level is good. This is the highest proficiency that the students have performed in the study.

### **3.1.2 Listening Proficiency of the Students in Phrase Level as a Whole**

Proficiency in listening phrase of the students of the selected schools has been shown in the overleaf table.

**Table No. 3**

**Listening Proficiency of the Students in Phrase Level as a Whole**

S.N.	Schools	No. of Students	Types of Test Item	F.M.	F.M. of Total Students	CR	Mean	Percentage	FM of Students as a Whole	C.R. of Whole Students	Mean as a Whole	Percentage as a Whole
1	S1	20	1	20	400	260	13	65	800	578	14.45	72.25
2	S2	20	1	20	400	318	15.9	79.5				

The aforementioned table i.e. table no.3 shows the score obtained by the 20 students of two different schools i.e. government-aided and private schools which were taken in order to test their listening proficiency in phrase level. A test was taken with 20 full marks for each student in phrase level.

The table no.3 shows that the average listening proficiency of sixth grade students in phrase level as a whole. From the table no. 3, we come to know that they are found to have obtained 578 marks out of 800 full marks with the mean score as 14.45. Their average proficiency in listening phrase level is determined to be 72.25 per cent. Students have obtained less mark in phrase level than in word level. Therefore, students of grade six are less proficient in phrase level than in word level.

### **3.1.3 Listening Proficiency of the Students in Sentence Level as a Whole**

Proficiency in listening sentence of the students of the selected schools has been shown in the table no.4.

**Table No. 4**

**Listening Proficiency of the Students in Sentence Level as a Whole**

S.N.	Schools	No. of Students	Types of Test Item	F.M.	F.M. of Total Students	CR	Mean	Percentage	FM of Students as a Whole	C.R. Of Whole Students	Mean as a Whole	Percentage as a Whole
1	S1	20	1	20	400	125	6.25	31.25	800	357	8.92	44.62
2	S2	20	1	20	400	232	11.6	58				

The aforementioned table shows that the total number of the students taken for the study was 40 consisting 20 students from each school including both private and government-aided schools. A test was taken to test listening proficiency in sentence level with 20 full marks for each student. The total full marks for a school was 400. The students of former school i.e. government-aided school have obtained 125 marks out of 400 full marks with the mean 6.25 i.e. 31.25 per cent only. But the students of latter i.e. private school have obtained 232 marks out of 400 full marks with the mean 11.6 i.e. 58 per cent.

The table no.4 also shows the average listening proficiency of sixth grade students in sentence level as a whole. From the table we know that they are found to have obtained 357 marks out of 800 full marks with the mean score as 8.92. The average proficiency in listening sentence is determined to be 44.62 per cent. The performance of the students in sentence level shows that they are poor in sentence level than in word and phrase level.

### **3.2 Comparison of the Students' Achievements in Terms of Different Variables**

It deals with the comparative analysis of the students' achievement in terms of different variables:

#### **3.2.1 School-wise Comparison**

It deals with the school-wise comparison namely private and government-aided as a whole. Equal number of boys and girls were taken for the study. Two schools were taken for the study with 20 students from each school including 10 boys and 10 girls from each school. Listening proficiency of the students in terms of school can be presented in table number 5.

**Table No. 5**

**Listening Proficiency of Private and Government-aided school**

Schools	Full Marks	C.R	Mean	Percentage
S1	1200	659	32.95	54.91
S2	1200	864	43.2	72

Table no. 5 shows the listening proficiency of the students of the two schools as a whole. The average listening proficiency of the schools have been shown where the former is government-aided school and the latter is private. Twenty students were selected from government-aided school and 20 Students from private school. Three different test items were asked in order to test the students proficiency in listening grammatical units namely word, phrase and sentence. Each test items had 20 full marks for word, phrase and sentence level respectively. In the table 1200 is the full marks of 20 students in word, phrase and sentence levels. From the study, the average listening proficiency of government-aided school has been found to be 32.9 out of 60, i.e. 54.91 per cent only. Similarly, the average listening proficiency of private school has been found to be 43.2 out of 60 i.e. 72%. Hence, listening proficiency of students of private school has been found to be better than the students of government-aided school.

**3.2.1.1 Listening Proficiency of the Students in Grammatical-units of Private and Government-aided Schools**

Proficiency of the students of both private and government-aided school in grammatical-units namely word, phrase and sentence have been shown in the table no.6.

**Table No. 6**

**Listening Proficiency of Private and Government-aided Schools in Grammatical-units**

Schools	Grammatical units(Full Marks)			C.R			Mean			Percentage		
	W	P	S	W	P	S	W	P	S	W	P	S
S1	400	400	400	274	260	125	13.7	13	6.25	68.5	65	31.25
	400	400	400	314	318	232	15.7	15.9	11.6	78.5	79.5	58

The table no.6 shows the listening proficiency of the students in grammatical units of both private and government-aided schools especially in word, phrase and sentence level. The table presents the listening proficiency of 20 students from each school with 400 full marks. The full marks for each grammatical unit were 20. The students of government-aided school have obtained 274 out of 400 full marks with the mean 13.7, i.e. 68.5 per cent in word level. The students of private school have obtained 324 out of 400 full marks with the mean 78.5. It shows that students of private school are found to be better than the students of government-aided school in listening proficiency.

Similarly, students of government-aided school have obtained 260 marks in phrase level out of 400 full marks with the mean 13, i.e.65 per cent, where their private counterpart have obtained 318 marks in phrase level out of 400 full marks with the mean 15.9, i.e. 79.5 per cent. It shows that students of private school are found to be better in listening proficiency of phrase level than the students of government-aided school.

Similarly, the students of government-aided school have obtained 125 marks out of 400 full marks in sentence level with the mean score as 6.25, i.e. 31.25%

only, where their private counterpart have obtained 232 marks out of 400 full marks with the mean score as 11.6, i.e. 58%. Though, the students of private school have not obtained satisfactory result in sentence level than in other grammatical units i.e. word and phrase, they are better than their government-aided counterpart. Hence, we can say that students of private school have not been found too good as they were in word and phrase levels.

From the aforementioned discussion, we come to know that the students of private school have been found to be better in listening proficiency than the students of government-aided school.

### 3.2.2 Comparison in Terms of Grammatical-units

Listening Proficiency of the students in terms of grammatical units namely, word, phrase and sentence have been shown in the following table as a whole.

**Table No.7**

**Listening Proficiency of the Students in Grammatical-units as a Whole**

No. of Students	Full Marks			C.R			Mean			Percentage		
	W	P	S	W	P	S	W	P	S	W	P	S
40	800	800	800	588	578	357	14.7	14.4	8.92	73.5	72.25	44.62

The table above shows that the students of sixth grade have obtained highest marks in word level i.e. 588 marks out of 800 full marks with the mean score as 14.7, i.e. 73.5 per cent. The total numbers of students taken in the study are 40. 800 is the full marks of total students in word phrase and sentence level. Similarly, they have obtained less mark in phrase level than word level i.e. 578 out of 800 full marks with the mean score as 14.4, i.e. 72.25 per cent. Finally, they have obtained least marks in sentence level i.e. 357 marks out of 800 full marks with the mean 8.92. Hence, they have obtained 44.62 per cent in sentence level as a whole. There is no significant difference in their proficiency

between word and phrase level but they are found to be weak in sentence level as a whole.

### 3.2.3 Gender-wise Comparison

The following table shows the listening proficiency of the students in terms of gender namely, boys and girls.

**Table No. 8**

**Gender-wise Comparison in Listening Grammatical-units**

Boys				Total	%	Girls			Total	%
G. U	W	P	S	1200	63.25	W	P	S	1200	63.66
F.M	400	400	400				400	400		
C.R	296	296	167			292	282	190		
Mean	14.8	14.8	8.3	759		14.6	14.1	9.5	764	
%	74.6	74.6	41.7			73	70.5	47.5		

The aforementioned table shows that girls have obtained higher marks than boys as a whole. Girls have obtained 754 marks out of 1200 full marks with 63.66% where boys have obtained 759 marks out of 1200 full marks with 63.25% only. However, there is not much difference in listening proficiency between boys and girls as a whole. Boys have obtained 296 in word level out of 400 full marks. It means their proficiency is 74.6% in word level. Whereas girls have obtained 292 marks out of 400 full marks in word level. It means their proficiency is 73% in word level. Hence, boys are found to be better in word level than girls.

Likewise, boys have obtained 296 in phrase level which is their equal marks in word level out of 400 full marks with 74%. Similarly, girls have obtained less mark in phrase level than boys where they obtained 282 out of 400 full marks which is 70.5%. In phrase level also girls have been found to be weak in than

boys. Similarly, in sentence level boys have obtained 167 marks out of 400 full marks with 41.7% where girls have obtained 190 out of 400 full marks with 47.5%. Hence, girls are found to be better in sentence level than boys. However, students are too weak in sentence level. It means they are less proficient in listening sentence level.

From the aforementioned discussion we come to the conclusion that students have obtained somehow equal marks in word and phrase level but they have obtained somehow similar marks in word and phrase level but they have acquired least marks in sentence level. It shows that they are weak in sentence level. There is no significant difference between the listening proficiency of boys and girls.

## CHAPTER-FOUR

### FINDINGS AND RECOMMENDATIONS

#### 4.1 Findings

On the basis of the analysis in the previous chapter the findings of the study are listed below.

- i) The average listening proficiency of sixth grade students has been found to be 63.45% with average score 38.07 out of 60 full marks. It shows that their proficiency in listening is satisfactory.
- ii) Comparing the performance of the schools, the students of private school have shown better performance than those of government-aided schools with a significant difference of 17.09 % where the students of private school have obtained 72% in listening grammatical units as a whole but the students of government-aided school have obtained 54.91% only.
- iii) Comparing the performance of the schools in terms of grammatical units i.e. word, phrase and sentence, the students of private school have shown better performance than those of government-aided school. Students of private school have obtained 78.5%, 79.5%, 58% in word, phrase and sentence level respectively. Likewise, the students of government-aided school have obtained 68.5%, 65%, and 31.25% in word, phrase and sentence level respectively with significant difference of 10%, 14.5%, and 26.75% respectively.
- iv) In grammatical units, the students have shown best performance in word level. Similarly, they have shown least performance in sentence level. They have obtained 73.5% in word level, 72.25% in phrase level and 44.62% in sentence level. No significant difference is seen in the performance of word and phrase level but significant difference is seen in the sentence level. Hence, the students of sixth grade as a whole are found to be least proficient in sentence level than other grammatical units.

- v) Boys have shown better performance in word and phrase level than girls but girls have shown better performance in sentence level than boys. Though, no significant difference is seen between the average listening proficiency, girls have obtained more marks than those of boys where girls have obtained 63.66% where boys have obtained 63.25% only.

## **4.2 Recommendations**

On the basis of the findings as well as my own intuition the recommendations are listed below along with the guidelines for the teachers for conducting the class of teaching listening skill in the school.

- i. Listening proficiency of the students of grade six is necessary to be improved. A lot of exposure of English listening is essential to the students by creating the English environment. The teacher should speak English in English class rather than other languages.
- ii. Cassettes having native speakers' voice i.e. songs, documentaries etc. can be played in the class in order to facilitate listening skill.
- iii. Students have poor proficiency in sentence level. So, the exercises which focus in sentence writing should be focused along with word and phrase.
- iv. The questions and texts were extracted from the curriculum of grade six. The objectives of sentence level couldn't be fulfilled on the completion of the lesson. So, the concerned authority should revisit the course.
- v. The curriculum designer should allocate more marks as much as it is allocated for language exercises for listening exercises which reinforces the teachers to teach listening exercises using cassette player.
- vi. Different programs such as dictation, speech contest in English should be conducted in government-aided schools too.

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