

# CHAPTER – ONE

## INTRODUCTION

### 1.1 General Background

Language is generally considered to be a very complex phenomenon due to its abstract nature: so complex that there have been so many speculations yet without any universally accepted conclusion. “A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meaning idea or thought.” (Retrieved from <http://www.unixl.com/dir/education/languages/language-definition.>)

Jeperson (1904:4) also defines language as “Language is not an end in itself . . . it is a way of connection between souls, a means of communication.” The very general definition that we have is ‘language is a voluntary vocal system of human communication’ which is only partial as it takes account of only vocal symbols used in language.

We find that the possession of language is unique to human beings only. So, language is unique and global asset possessed by human races. Human languages are usually referred to as ‘natural’ languages. The term ‘animal languages’ is often used for non-human languages. Linguists do not consider these to be language; they may better be described as ‘animal communication’, because they are fundamentally different in their underlying principles from the true language, which have only been found in humans. (Retrieved from <http://en.wikipedia.org/wiki/language.>) So, we can say that a language is a system used to facilitate communication among

higher animals viz. humans. Human beings are the only animals known to use the language for their daily communication. Language is not only a species specific but also species uniform property.

As early of 2007, there are 6,912 known living human languages. According to 'Ethnologue: Languages of the world, Fifteenth edition.' A living language is simply one, which is in wide use by specific group of living people. The exact number of known living languages will vary from 5,000 to 10,000 depending on the precision of one's definition of 'language', and in particular according to how one treats dialects. (Retrieved from <http://en.Wikipedia.org/wiki/language>).

### **1.1.1 Language Skills**

Language is universally accepted as the amalgamation of four different but inter-related skills; namely listening, speaking, reading and writing. To say the same proposition in another way, humans possess the four basic language skills of listening, speaking, reading and writing.

Among them, generally, on the basis of priority, listening and speaking skills are considered to be primary skills whereas reading and writing are secondary ones.

From another perspective, on the basis of reception and production view point, listening and reading skills fall under the category of receptive skills while speaking and writing skills are 'productive skills'.

However, we can not easily separate them individually because very often, language users use a combination of all four skills at the same time.

### **1.1.2 Listening Skill**

Among four language skills, listening is the most essential skill to acquire a language naturally. It is the foremost basic skill along which the language acquisition process commences in human life. Until and unless a baby is able to listen, s/he can not acquire any language.

But in language teaching, this skill did not receive any priority until recently. So, it was neglected since it was taken for granted that people develop listening with little or no effort. It was also supposed that listening skill occurs along with other skills. But these days, it is given a high priority in foreign language teaching.

This skill is naturally acquired if a child is not congenitally deaf in the case of first language acquisition. But as far as this skill is concerned to the foreign language teaching context, it demands sufficient effort and training and if the learners fail to listen to the language, they will be unable to participate in oral mode of communication.

### **1.1.3 Listening Skill: Active or Passive?**

The intriguing question of activeness or passiveness of listening skill was prevalent in the past. But it has been made clear from different researches that listening is more active and less passive skill. Being active, it is a complex process in the sense that “listeners receive the incoming data, an acoustic signal, and interprets it on the basis of a wide variety of linguistic and non-linguistic knowledge, (Khaniya 2005:124).

Believing listening to be an active process, Underwood (1989:1) says listening as “activity of paying attention to and trying to get the meaning from something we hear”. He further says although we may appear to be inactive while listening, we must actually engage in the activity of

constructing a message in order to be a listener. So, Underwood says listening is always an active process.

#### **1.1.4 Components/Aspects of Listening Skill**

Generally, it is said that there are two aspects of listening skill viz. listening perception and listening comprehension.

- a) Listening perception - It specially subsumes the recognition and discrimination of speech sounds and recognition and discrimination of stress and intonation.
- b) Listening comprehension - It is not only deducing the meaning from the stretch of language that is heard or understanding the meaning of individual words and utterances but also deducing the meaning of the discourse as a whole

#### **1.1.5 Listening Comprehension Process**

As Khaniya (2005) writes there are different views on how incoming sounds are deduced by a listener for understanding the message. There are mostly two important views on how listening comprehension takes place which are briefly described below:

- a) Bottom-up Process/approach - This approach to listening assumes that listening comprehension is a process of passing through many stages- beginning from phonemes, individual words, syntactic levels, analysis of semantic content to arriving at a literal understanding of the basic linguistic meaning

- b) Top-down process/approach - This approach has different views regarding listening comprehension process. It asserts that various types of knowledge are involved in listening comprehension but this approach doesn't maintain or believe in any fixed order. For comprehending listening text, different types of knowledge interact with each other, which is why it is called as 'Interactive Process'.

### **1.1.6 What does it mean to really listen?**

Listening is the communication skill almost all of humans use most frequently. We probably spend more time using our listening skill than any other kinds of skill. Various studies have shown the importance of listening and pointed out that many of us spend 70 to 80 percent of our waking hours in some form of communication. Of that time, we spend about 9 percent in writing, 16 percent reading, 30 percent speaking, and 45 percent listening. So, listening is our most used communication skill. (Retrieved from <http://extension.missouri.edu/explore/comm./cm0150.htm>)

Real listening is an active process that has three steps:

- a) Hearing - Hearing just means listening to catch what the speaker is saying.
- b) Understanding - This part of listening happens when we take what we have heard and understand it in our own way.
- c) Judging - In this step, after being sure, we understand what the speaker has said; we think about whether it makes sense.

## **1.2 Listening Skill in TOEFL**

The TOEFL, the Test of English as a Foreign Language, has been designed to assess the English proficiency of people who use the native language except English since 1963. Being isolated from any course pack or any teaching strategies, the TOEFL has been used by scholarship selection committees of governments, universities and agencies like Fulbright, the Agency for International Development, AMID, and Latin American scholarship programs as a standard measure of English proficiency of their candidates.

The admission committees of more than 4500 colleges and universities in the United States, Canada, Australia, Great Britain and many other countries worldwide require foreign applicants to submit TOEFL/IELTS scores along with transcripts and recommendations in order to be considered for admission.

With the boon of IT, Internet based TOEFL (iBT), also called the Next Generation TOEFL, was launched on September 24, 2005 in the United States. So, the iBT is being introduced throughout the world in phases during 2006. The computer based TOEFL (CBT) and paper-based TOEFL (PBT) will be discontinued in each country when the internet-based TOEFL is introduced.

### **1.2.1 Which Language Skills are tested in TOEFL?**

The following skills are tested under the following different forms to TOEFL system.

Computer-Based TOEFL	Paper-Based TOEFL	Internet-Based TOEFL
Listening	Listening	Listening
Structure	Structure	Speaking

Reading	Reading	Reading
Writing	Test of written English	Writing

As listed above, listening skill is given high priority in TOEFL. The listening section in TOEFL assesses the ability to understand spoken English that is typical of interactions and academic speech in college campuses. During the test, conversations and lectures have to be responded. After listening, for only one time, the best answer for multiple-choice questions has to be chosen.

### **1.3 Discourse**

Discourse is a general term used to refer to any form of communication events of any length such as SMS, interviews, e-messages, books etc. In other words, a discourse refers to any continuous and coherent speech event either in oral or written form.

Crystal, D. (1992:25) defines “Discourse is a continuous stretch of language larger than a sentence, often consisting of a coherent unit such as a sermon, an argument, a joke or a narrative.”

Nunan, D. (1993:7) says that, “A discourse refers to the interpretation of communicative events in context.”

So, the term discourse is used to refer to both spoken and written language, but the written discourse is treated as ‘text’ but some linguists use both terms viz. discourse and ‘text’ synonymously and interchangeably.

#### **1.3.1 Discourse Markers**

A discourse marker is a word or phrase that functions primarily as a structuring unit of spoken language. To the listener, it signals the speaker’s intention to mark a boundary in discourse. Discourse markers have active

contributions to the discourse and they signal such activities as change in speaker, taking or holding control of the floor, or beginning of a new topic as ‘that gets on my nerves, too. Anyway, tell me about your job.

Traditionally, some of the elements considered being discourse markers were treated as ‘fillers’ or ‘expletives’, that is, elements whose function was that of not having any function at all. Nowadays, they are assigned different functions in different levels of analysis: topic changes, reformulations, discourse planning, and stressing, lodging or back channeling.

Discourse markers often come from different word classes, such as adverbs (well) or prepositional phrases (in fact). Sometimes, it can be difficult to distinguish when a word or phrase is functioning as a discourse marker or not. But they are instances that function to structure the discourse and do not carry separate meaning. e.g.

Ex: Do you know how many minutes we’re supposed to talk for?

And

The situation right now, you know, is that we’ve moved in three weeks.

The discourse markers do not belong to the syntactic or semantic structure of an utterance, which are very widely used in conversation or lectures without which the conversation is ‘much less lively and less personal’.

### **1.3.2 Classification of Discourse Markers**

It is nearly impossible to establish an exhaustive list of discourse markers due to their wide variety of functions and their precise definition. Discourse markers come from the classes of conjunctions, adverbs and prepositional phrases etc.



As stated by Jordan, (1997), Chaudren and Richards (1986) divide the markers into two types: ‘Macro-markers and Micro-markers. They found that a lecture read from written text would usually lack the kinds of macro-markers found in the more conversational style of teaching. A lecture, which uses more macro-markers, is likely to be easier to follow. They have categorized them as below:

### **Micro-Markers**

Segmentation	Temporal	Causal	Contrast	Emphasis
Well	At that time	So	Both	Of course
Ok	And	Then	But	You can see
Now	After this	Because	Only	You see
And	For the moment		On the other hand	Actually
Right	Eventually			Obviously
All right				Unbelievably
				As you know
				In fact
				Naturally

### **Macro-Markers**

What I’m going to talk about today is something	Another interesting development was
You probably know something about already	You probably know that

What (had) happened (then/after that) was (that)	The surprising thing is
We will see that	As you may have heard
This/that is why	Now where are we
To begin with	This is how it came about
The problem was that	You can imagine what happened next
This/that was how	In this way
The next thing was	It's really very interesting that
This meant that	This is not the end of the story
One of the problems that	Our story doesn't finish there
Here was a big problem	And that's all we'll talk about today
What we've come to by now was that	

### **Other most common used discourse markers in English**

Actually	How
Basically	Okey
Any way	See
And yeah	So
Yeah	Well
I mean	You know
You see	You know what I mean
Let's see	Look at
Let's see now	Further more
Like	After all,
And so	In conclusion
However	To the contrary
Frankly	

### **1.3.3 Functions of Discourse Markers**

Generally, discourse markers have to be syntactically detachable from a sentence. They are commonly used in initial position of an utterance. Mostly, they play vital role to maintain the coherence in conversation.

Regarding the functions of discourse markers, Schifffrin (retrieved from <http://raporiser.student.utmente.ul>) maintains that discourse markers typically provide contextual coordinates for an utterance by (i) locating the utterance on one or planes of talk; (ii) indexing the utterances to the speaker, the hearer, or both, and (iii) indexing the utterances to prior and/or subsequent discourse. She sees discourse markers as serving an integrative function in discourse and thus contributing to discourse coherence.

Yorkey (1982) as stated by Jordan, R.K. (1997) focused on recognizing and understanding the function of the various markers by categorizing as:

- |                              |                        |
|------------------------------|------------------------|
| a. Introduction to an idea   | e. Transition of idea  |
| b. Development of an idea    | f. Chronology of idea  |
| c. Contrast of several ideas | g. Emphasis of an idea |
| d. Results of idea           | h. Summary of ideas.   |

#### **1.4 Review of the Related Literature**

Foreigners have carried out a few researches relating to the role of discourse markers in listening comprehension. One of them is as follows:

Eslami and Eslami (2003) conducted a research entitled “Discourse markers in Academic lectures” to gain the insight of the effect of discourse markers on academic listening comprehension of university students in English as a foreign language setting. The research study by them revealed the facilitative effect of discourse markers in the comprehension of lectures in a second language environment.

Regarding the researches in Nepal, a number of research studies have been carried out in Department of English education, T.U. on listening comprehension. Some of them are as follows:

Aryal (2001) conducted a research to find out the listening proficiency of grade ten students of public schools. It was concluded that no significant difference was seen in the performance of students between seen text and the unseen text.

Chapagain (2005) carried out a research on “Proficiency in listening comprehension of grade 9 students” to find out the proficiency in listening comprehension. The finding of the study showed that the average listening proficiency of the Grade Nine is below the levels generally accepted by most of the academic institutions in English speaking countries.

Neupane (2005) conducted a research to find out listening comprehension ability of the secondary level students. The researcher came up with a conclusion that the students performed better in listening comprehension test.

Adhikari (2005) carried out a research to find out the listening proficiency of the students of grade nine. He concluded that the students of grade nine are found to be good in their listening comprehension.

Khadka (2006) conducted another research to find out the proficiency in listening comprehension of Bachelor level third year students on the basis of TOEFL. The average proficiency in listening comprehension was found to be below the TOEFL standard.

Though there have been several researches on the listening proficiency of the students, no researches based on the effect of the

discourse markers have been done in our department. Hence, the present researcher aims at finding the effectiveness of discourse markers in listening comprehension in reference with TOEFL Standard.

### **1.5 Objectives of the Study**

The objectives for this present study are as follows:

- i) To find out the effect of discourse makers in listening comprehension.
- ii) To compare its effect in terms of the following variables.
  - \* Institute/faculty
- iii) To suggest some pedagogical implications.

### **1.6 Significance of the Study**

The findings of this study are expected to be beneficial to all those who are eagerly motivated towards language teaching and learning in general, and more specifically to the teachers, students, subject experts, syllabus designers, text book writers, material producers related to listening, language trainers and all those directly or indirectly associated to teaching/learning language.

## **CHAPTER – TWO**

### **METHODOLOGY**

The methodology that the researcher had adopted for this research was as follows:

#### **2.1 Sources of Data**

In order to elicit the data for this research, the researcher adopted both primary and secondary sources of data.

##### **2.1.1 Primary Sources of Data**

For the study, primary sources of data were the Master's level students of T.U., Nepal enrolled in the first year of their study from different faculties and institutes who have completed 15 years of education. The students majoring in English from FOE and FOSH were selected.

##### **2.1.2 Secondary Sources of Data**

Different books, journals, articles, magazines, other written documents, reports, websites and many types of researches related to the present topic were used as the secondary sources of data. Some of them were Crystal (1992), Underwood (1989), Jordan (1997), etc.

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

The total population of the study was 120 students of T.U. Nepal. For this six different streams under T.U. were purposively selected among which three were institutes and three were faculties. Institutes of Science and Technology, Medicine, and Engineering were the Institutes and Faculties of Education, Management and Humanities and Social Sciences were the faculties. From faculty side students majoring in English under the faculties

of Education and Humanities and Social Sciences were the faculties. The students of other institutes and faculties were from core subjects.

### **2.3 Sampling Procedure**

For this research after a survey of availability of respondents, three different institutes and three different faculties were selected under T.U., Nepal. The random sampling procedure was used for the selection of the population. From each institute and faculty, twenty students were selected randomly. So the total population of the study was 120.

### **2.4 Tools for Data Collection**

Model test for listening comprehension was prepared from TOEFL preparation course 2007. There were three different listening texts and each of them was changed into two versions: one full of discourse markers and the other was without discourse markers. According to the length and complexity of the text, nine objective questions from the first text, nine from the second and seven from the third text were made and the respondents needed to tick the best answer after they listened to the text. After 15 days of the first test, the same test question was administered for second versions of the text with discourse markers. So, the listening test was used as the tool for data collection. (See appendix I)

### **2.5 Process of Data Collection**

The researcher used the following procedures for the collection of primary data:

- 1) Stating the process and purpose of the research, the researcher contacted the selected institutes and faculties' authorities and asked for permission and co-operation to carry out the research.

- 2) The researcher contacted the respondents and built a rapport and convinced them to sit for the test.
- 3) The researcher played the first version of listening text without discourse markers and test was administered of each text.
- 4) After plugging the cassette player, the researcher created a silent environment and played the listening text.
- 5) After playing, the researcher distributed the questions and asked them to tick the best answer.
- 6) The researcher administered the second text for the texts with discourse markers in the same way as in the first test after 15 days.
- 7) The researcher scored the test sheet to find out the effect of discourse marker and compared the score.

## **2.6 Limitations of the Study**

This research had the following limitations:

- 1) Only the institutes and faculties under T.U., Nepal were selected.
- 2) Respondents majoring in English from the faculties of Education and Humanities and Social Sciences were chosen.
- 3) The test and marking of the score was based on the TOEFL model course 2007.
- 4) The respondents from the institutes were the students of 4<sup>th</sup> year batch.
- 5) The listening texts were recorded in the voice of male non-native speaker of the English language.



## **CHAPTER-THREE**

### **ANALYSIS AND INTERPRETATION**

While analyzing the data, responses of the respondents were assigned marks. Out of 25 questions, for each correct answer, two marks were awarded with full marks of 50. Those marks were tabulated under various headings in assonance with the objectives of this research.

The tabulation, its analysis and interpretation was done in terms of Institutes and Faculties as a whole first, and scores was compared in terms of individual stream and furthermore scores between two variables were compared and interpreted. The score of the test was converted with the score of iBT TOEFL system of 30 full marks in listening skill and compared with reference of the TOEFL standard.

### 3.1 Institutes Vs Faculties

#### 3.1.1 Institute as a Whole

**Table 1**

S.N.	Institute	Type of Score	Version of Text Without discourse markers	With discourse markers	Difference in Percentage
1	IOM	Total Score	728	832	9.8
		Average Score	36.4	41.3	
		Percentage	72.8	82.6	
		Converted Score	21.84	24.78	
2	IOST	Total Score	574	698	12.4
		Average Score	28.7	34.9	
		Percentage	57.4	69.8	
		Converted Score	17.22	20.94	
3	IOE	Total Score	538	670	13.2
		Average Score	26.9	33.5	
		Percentage	53.8	67	
		Converted Score	16.14	20.1	
As a whole	Total Score	1840	1994	11.8	
	Average Score	30.67	33.23		
	Percentage	61.33	66.47		
	Converted Score	18.4	19.94		

The table shown above shows the effect of the discourse markers in the listening comprehension of the students of the institutes as a whole. The average score of the students of the institutes in the text without discourse makers is 30.67 i.e. 61.33% and in the text with discourse markers is 33.23 i.e. 67.47% out of 50 full marks. Out of the same full marks, the students of IOM obtained the average score of 36.4 i.e.72.8% in the text without discourse markers and obtained 41.3 i.e.82.6 score in average. There was 9.8% difference between the score in the two versions of the text, which clearly shows the effect of discourse markers in listening comprehension. Similarly, the students of IOST (Physics) got the average score of 28.7 i.e. 57.4% in the text without discourse markers and average score of 34.9 i.e.69.8% in the text with discourse markers. Here, the difference % between two tests reached to 12.4. In the same way, the average score of the students of IOE in the text without discourse markers is 26.9 i.e. 53.8% and 33.5 i.e. 67% in the text with discourse markers and difference in the percentage between the two test is 13.2 %. Analyzing the score individually and as a whole, there in higher score in the text with discourse markers than in the text without discourse markers.

### 3.1.2 Faculty as a whole

**Table 2**

S.N.	Faculty	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	FOE	Total Score	556	632	7.6
		Average Score	27.8	31.6	
		Percentage	55.6	63.2	
		Converted Score	16.68	18.96	
2	FOM	Total Score	498	576	7.8
		Average Score	24.9	28.8	
		Percentage	49.8	57.6	
		Converted Score	14.94	17.28	
3	FOHS	Total Score	542	636	9.4
		Average Score	27.1	31.8	
		Percentage	54.2	63.6	
		Converted Score	16.26	19.08	

As a whole	Total Score	1596	1844	8.26
	Average Score	26.6	30.73	
	Percentage	53.2	61.47	
	Converted Score	15.96	18.44	

The table shown above shows the effect of the discourse makers in the listening comprehension of the students of the faculties as a whole. The average score of the students of the faculties in the text without discourse makers is 26.26 i.e. 53.2% and in the text with discourse markers, it is 30.73 i.e. 61.47% out of 50 full marks. Out of the same full marks, the students of FOE obtained the average score of 27.8 i.e.55.6% in the text without discourse markers and obtained 31.6 i.e.63.2 score in average in the second test of the listening texts. The converted score in iBT TOEFL is 16.68 in the first and it is 18.96 in the second texts with discourse markers. There was 7.6% difference between the score in the two versions of the texts, which clearly shows the effect of discourse markers in listening comprehension. Similarly, the students of FOM got the average score of 24.9 i.e. 49.8% in the text without discourse markers and average score of 28.8 i.e.57.6% in the text with discourse markers. The converted score in iBT TOEFL is 14.94 in the first and it is 17.28 in the second texts with discourse markers. Here, the difference in terms of the percentage between the two tests reached 7.8. In the same way, the average score of the students of FOHS in the text without discourse markers is 27.1 i.e. 54.4% and 31.8 i.e. 63.6% in the text with discourse markers and the converted score in iBT TOEFL standard is 16.26 in the first and it is 19.08 in the second texts with

discourse markers, and difference in the percentage between the two test is 9.4 %. Analyzing the score individually and as a whole, there is higher score in the text with discourse markers than in the text without discourse markers.

### **3.1.3 The Effect of the Discourse Markers in Listening Comprehension of the Students of IOM**

**Table 3**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOM	Total Score	728	626	9.8
		Average Score	36.4	41.3	
		Percentage	72.8	82.6	
		Converted Score	21.84	24.78	

The table no. 2 clearly has displayed the score of the students in the listening test in both version of the texts viz. without and with discourse markers. As shown in the table, the average score of the students of IOM in the text without discourse marker is 36.4 which is equal to 72.8 % and the average score of them in the text with discourse marker is 41.3 which is

equal to 82.6%. The table shows 9.8 % difference between the scores in the text of the two versions. While converting the score with TOEFL iBT system of listening test with 30 full marks out of 120 including all skills, the score in the first test is equal to 20.84 in TOEFL standard and it is 24.78 in the second test.

### **3.1.4 The Effect of the Discourse Markers in Listening Comprehension of the Students of IOST**

**Table 4**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOST	Total Score	574	698	12.4
		Average Score	28.7	34.9	
		Percentage	57.4	69.8	
		Converted Score	17.22	20.94	

The table shown above shows the score of the students of IOST in the tests of both of the versions of the text. According to the table, the students of IOST have scored 28.7 in average in the text without discourse markers which is 57.4 in percentage and in the same way, 34.9 in average is

scored by them in the text with discourse markers being equal to 69.8 percent. The converted score of the percent in iBT TOEFL of the test of the text without discourse markers is 17.22 out of 30 and in the test with discourse markers, it is 20.94.

### **3.1.5 The Effect of the Discourse Markers in Listening Comprehension of the Students of IOE**

**Table 5**

			Version of Text		
S.N.	Institute	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	IOE	Total Score	538	670	13.2
		Average Score	26.9	33.5	
		Percentage	53.8	67	
		Converted Score	16.14	20.1	



As shown by the table no, 4, the IOE students have scored 26.9 in average equal to 53.8 % in the first version of the text where they have obtained 33.5 in average which is 67% in the second test of the second version of the texts. The table shows that they have scores 16.14 out of 30 in iBT TOEFL standard in the first version of the text and 20.1 has been scored by them in the same standard in the second version of the test of the same text.

### **3.1.6 The Effect of the Discourse Markers in Listening Comprehension of the Students of FOE**

**Table 6**

			Version of text		
S.N.	Faculty	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	FOE	Total Score	556	632	7.6
		Average Score	27.8	31.6	
		Percentage	55.6	63.2	
		Converted Score	16.68	18.96	

This table clearly shows the score of the students of FOE in both texts in comparison with the iBT TOEFL Standard. The FOE students have scored 27.8 in average i.e. 55.6 % in the first version of the text without discourse markers. It has also shown 31.6 average score i.e. 63.2 % in the second version of the text with discourse markers. The converted score of the first test is 16.68 with reference with iBT TOEFL standard while it is 18.96 in the second version of the text.

### 3.1.7 The Effect of the Discourse Markers in Listening Comprehension of the Students of FOM

**Table 7**

			Version of text		
S.N.	Faculty	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	FOM	Total Score	498	576	7.8
		Average Score	24.9	28.8	
		Percentage	49.8	57.6	
		Converted Score	14.94	17.28	

The table above shows the score of the students of FOM separately. It has shown the average score of 24.9 i.e. 49.8% in the first version of the text without discourse markers where the average score is 28.8 i.e. 57.28 in the second version of the text with discourse markers. The converted score of the average in iBT TOEFL is 14.94 out of 30 in the first version and it is 17.28 in the second version.

### 3.2 Institutes as a Whole Vs Faculties as a Whole

**Table 8**

			Version of text		
S.N.	Stream	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	Institutes as a whole	Total Score	1840	1994	11.8
		Average Score	30.67	33.23	
		Percentage	61.33	66.47	
		Converted Score	18.4	19.94	
2	Faculties as a whole	Total Score	1596	1844	8.26
		Average Score	26.6	30.73	
		Percentage	53.2	61.47	
		Converted Score	15.96	18.44	
As a whole		Total Score	3436	3838	6.71
		Average Score	28.63	31.98	
		Percentage	57.26	63.97	
		Converted Score	17.18	19.19	

This table shows the comparative scores of Institutes and Faculties as a whole. The average score of the students of Institutes as a whole is 30.67 i.e. 61.33% in the test of the texts without discourse markers and it is 33.23 i.e. 66.47% in the second test. In the same way, the average score of the students of faculties as a whole is 26.6 i.e. 53.2% in the test of the texts

without discourse markers and it is 30.73 i.e. 61.47% in the second test. The converted scores in Institutes as a whole are 18.4 and 19.94 in the first and second tests respectively where they are 15.96 and 18.44 in the first and second tests respectively by Faculties as a whole. The difference of percentage between two tests of Institutes' students is 11.8% where it is only 8.26 in Faculties' students. In the same way, the converted score in TOEFL standard shows the better level of institutes than the faculties.

### 3.2.1 IOM Vs FOE

**Table 9**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOM	Total Score	728	626	9.8
		Average Score	36.4	41.3	
		Percentage	72.8	82.6	
		Converted Score	21.84	24.78	
2	FOE	Total Score	556	632	7.6
		Average Score	27.8	31.6	
		Percentage	55.6	63.2	
		Converted Score	16.68	18.96	

According to this table, the average score of the students of IOM in the first text is 36.4 i.e.72.8% where the same score in the same text by the FOE students is 27.8 i.e. 27.8. In the second test of the second version, the

IOM students have scored 41.3 i.e. 82.6% and FOE students got 31.6 i.e. 63.2%. While converting the scores of the students in iBT TOEFL standard, IOM students scored 21.84 in the first test and 24.78 in the second text. The converted scores in iBT TOEFL standard is 16.68 and 18.96 in the first and second tests respectively by FOE Students. The difference between the two scores is 9.8 for IOM and it is only 7.6 for FOE students. The iBT TOEFL Standard of IOM students are better than the FOE students.

### 3.2.2 IOM Vs FOM

**Table 10**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOM	Total Score	728	626	9.8
		Average Score	36.4	41.3	
		Percentage	72.8	82.6	
		Converted Score	21.84	24.78	
2	FOM	Total Score	498	576	7.8
		Average Score	24.9	28.8	
		Percentage	49.8	57.6	
		Converted Score	14.94	17.28	

The table shows the comparative scores obtained by the students of IOM and FOM from different angles. As shown by the table, the average

score in the test of the text without discourse markers, IOM students achieved 36.4 i.e. 72.8% and FOM students got 24.9 i.e.49.8 % in the same. Like this, the average score in the test of the texts with discourse markers, IOM students got 41.3 average i.e.82.6% whereas FOE students got 28.8 average i.e.57.6 %. While converting the score in the iBT TOEFL, the IOM students scored 24.78 and FOE students got 17.28 out of 30 which is out of 120 full marks including all language skills viz. listening, speaking, writing and reading. The difference of percentage between the two tests for IOM is higher than FOM. Thus, the listening capacity of IOM students in TOEFL standard is better than FOM students.

### 3.2.3 IOM Vs FOSH

**Table 11**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOM	Total Score	728	626	9.8
		Average Score	36.4	41.3	
		Percentage	72.8	82.6	
		Converted Score	21.84	24.78	
2	FOSH	Total Score	542	636	9.4
		Average Score	27.1	31.8	
		Percentage	54.2	63.6	
		Converted Score	16.26	19.08	

As shown by the table above, the score of students of IOM is higher than the students of FOHS. According to this table, IOM students scored 36.4 in average, which is 72.8%, and it is 41.3 in average equal to 82.6% in the first and second texts respectively. When it is converted to iBT TOEFL standard in listening skill, it is 21.84 and 24.78 in the texts without and with discourse markers respectively. In the same way, FOHS students scored 27.1 in average, which is 54.2%, and it is 31.8 in average which equals to 63.6% in the first and second texts respectively. When it is converted to iBT TOEFL standard in listening skill, it comes out to be 16.26 and 19.08 in the texts without and with discourse markers respectively. The difference in percentage is 9.8 and 9.4 in the scores of IOM and FOHS respectively. The converted score shows that situation of IOM is in better position than the students of FOHS in iBT TOEFL standard.

### 3.2.4 IOST Vs FOE

**Table 12**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
2	IOST	Total Score	574	698	12.4
		Average Score	28.7	34.9	
		Percentage	57.4	69.8	
		Converted Score	17.22	20.94	
3	FOE	Total Score	556	632	7.6
		Average Score	27.8	31.6	
		Percentage	55.6	63.2	



		Converted Score	16.68	18.96	
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The table shows the comparative scores obtained by the students of IOST and FOE from the different angles. As shown by the table, the average score in the test of the texts without discourse markers, IOST students achieved 28.7 i.e. 57.4% and FOE students got 27.8 i.e.55.6 % in the same. Like this, the average score in the test of the texts with discourse markers, IOST students got 34.9 average i.e.69.8% and FOE students got 31.6 average i.e.63.2 %. The conversion of the score into the iBT TOEFL shows that the students of IOST scored 17.22 and 20.98 in the first and second text respectively, and students of FOE got 16.68 out of 30 which is out of 120 full marks including all language skills viz. listening, speaking, writing and reading. Both the difference in percentage and converted scores shows that IOST is in higher position than the FOE.

### 3.2.5 IOST Vs FOM

**Table 13**

S.N.	Institute	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOST	Total Score	574	698	12.4
		Average Score	28.7	34.9	
		Percentage	57.4	69.8	
		Converted Score	17.22	20.94	
2	FOM	Total Score	498	576	7.8
		Average Score	24.9	28.8	
		Percentage	49.8	57.6	

		Converted Score	14.94	17.28	
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The table shown above shows the score of the students of IOST in the tests of both of the versions of the text. According to the table, the students of IOST have scored 28.7 in average in the text without discourse markers which is 57.4 percentage and in the same way, they scored 34.9 in average is scored by them in the text with discourse markers being equal to 69.8 percent. The converted score of the percent in iBT TOEFL of the test of the text without discourse markers is 17.22 out of 30 and in the test with discourse markers is 20.94. The students of FOM obtained the average score of 24.9 i.e. 49.8% in the first version of the text without discourse markers whereas the average score is 28.8 i.e. 57.28 % in the second version of the text. The converted score of the average in iBT TOEFL is 14.94 out of 30 in the first version and it is 17.28 in the second version.

### 3.2.6 IOST Vs FOHS

**Table 14**

			Version of text		
S.N.	Institute	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	IOST	Total Score	574	698	12.4
		Average Score	28.7	34.9	
		Percentage	57.4	69.8	
		Converted Score	17.22	20.94	
		Total Score	542	636	

2	FOHS	Average Score	27.1	31.8	9.4
		Percentage	54.2	63.6	
		Converted Score	16.26	19.08	

The table shows the score of the students of IOST in the tests of both of the versions of the text. According to the table, the students of IOST have scored 28.7 in average in the text without discourse markers which is 57.4 in percentage and with discourse markers, 34.9 in average i.e. 69.8%. The converted score of the percent in iBT TOEFL of the test of the text without discourse markers is 17.22 and with discourse markers is 20.94. The table also shows the score of the students of FOHS is 27.1 in average, which is 54.2 % in the first test, and it is 31.8 in average i.e. 63.6% in the second test. The converted score is 16.25 and 19.08 in the first and second texts respectively.

### 3.2.7 IOE Vs FOE

**Table 15**

S.N.	Stream	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
1	IOE	Total Score	538	670	13.2
		Average Score	26.9	33.5	
		Percentage	53.8	67	
		Converted Score	16.14	20.1	
2	FOE	Total Score	556	632	7.6
		Average Score	27.8	31.6	
		Percentage	55.6	63.2	
		Converted Score	16.68	18.96	

According to this table, the average score of the students of IOE in the first text is 26.9 i.e.53.8% where it is 33.5 in average equal to 67% in the second text. While converting the score of the students in iBT TOEFL standard, students of IOE scored 16.14 in the first test and 20.1 in the second text. On the other hand, the FOE students got average of 27.8 i.e. 55.6% and average of 31.6 i.e. 63.2% in the first and second tests respectively. The converted score in iBT TOEFL standard is 16.68 and 18.96 in the first and second tests respectively.

### 3.2.8 IOE Vs FOM

**Table 16**

			Version of text		
S.N.	Stream	Type of Score	Without discourse markers	With discourse markers	Difference in Percentage
1	IOE	Total Score	538	670	13.2
		Average Score	26.9	33.5	
		Percentage	53.8	67	
		Converted Score	16.14	20.1	

2	FOM	Total Score	498	576	7.8
		Average Score	24.9	28.8	
		Percentage	49.8	57.6	
		Converted Score	14.94	17.28	

According to this table, the average score of the students of IOE in the first text is 26.9 i.e.53.8% whereas it is 33.5 in average equal to 67% in the second text. While converting the score of the students in iBT TOEFL standard, students of IOE scored 16.14 in the first test and 20.1 in the second text. On the other hand, the FOM students got average of 24.9 i.e.49.8% and average of 28.8.6 i.e.57.6% in the first and second tests respectively. The converted score in iBT TOEFL standard is 14.94 and 17.28 in the first and second tests respectively.

### 3.2.9 IOE Vs FOHS

**Table 17**

S.N.	Stream	Type of Score	Version of text		Difference in Percentage
			Without discourse markers	With discourse markers	
		Total Score	538	670	

1	IOE	Average Score	26.9	33.5	13.2
		Percentage	53.8	67	
		Converted Score	16.14	20.1	
2	FOHS	Total Score	542	636	9.4
		Average Score	27.1	31.8	
		Percentage	54.2	63.6	
		Converted Score	16.26	19.08	

The table shows the score of the students of IOE and FOHS in the tests of both of the versions of the text. According to the table, the students of IOE have scored 26.9 i.e. 53.8% in average in the text without discourse markers and 33.5 i.e. 57% in average is scored by them in the text with discourse markers being equal to 67 percent. The converted score of the percent in iBT TOEFL of the test of the text without discourse markers is 16.14 out of 30 and in the test with discourse markers it is 20.1. The table also shows the score of the students of FOHS in the same test, which is 27.1 in average, which is 54.2 % in the first test, and it is 31.8 in average i.e. 63.6% in the second test. The converted score is 16.25 and 19.08 in the first and second texts respectively.

## **CHAPTER- FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

The objective of this study was to find out the effectiveness of the discourse markers in listening comprehension of the students. On the basis of the analysis and interpretation of the table, the following findings can be drawn:

1. The positive role of the discourse markers is found in the listening comprehension of the students.
2.
  - a) The role of DM was found more facilitative for the students of Institutes as a whole in both of the versions of the listening tests than for the students of the faculties as a whole. And students of Institutes have better listening comprehension than the Faculties' students.
  - b) The effect of the discourse markers was found more helpful for the students of IOE than other students of the institutes.
  - c) The effect of DM was found more positively helpful in listening comprehension in FOHS students than students of other faculties.

## **4.2 Recommendations**

On the basis of the findings of this study, the following recommendations are recommended:

The concerned body should focus towards the utmost use of discourse markers in the listening texts prepared for the language teaching/learning purposes.

- a) The syllabus designers, teachers and all should use more numbers of DM in their speech as far as possible.
- b) The students of faculties should develop the habit of listening to improve their listening power if they are interested to further their study where English is the medium of instruction.
- c) The listening proficiency of the students of master's level should be improved by any means to reach the international standard in listening comprehension in English by adding more DM.
- d) The students should be exposed to varieties of listening texts with DM because the proficiency in listening comprehension isn't satisfactory in international standard.
- e) The students of Nepal should work hard to improve their listening comprehension ability to grab opportunities at the international level.
- f) Further researches have to be carried out to see the comprehensive effect of DM in listening comprehension, which will help for the



improvement of the current ability of the students in listening comprehension.

## APPENDICES

### APPENDIX –I

#### Text No 1: Renewable Source of Energy: Wind Power

##### (A Text with Discourse Markers)

Today, I want to talk about another renewable source of energy.... Wind power. You Know, this is no a new concept. In fact, wind has been used for centuries to pump water and launch sailing vessels. But, more recently, wind power has been used to generate electricity.

Well wind power alone would be unreliable as primary source of continuous energy. Any way, it would be used, on the other hand, as a secondary source. In fact, wind power is the world's fastest growing energy source. The surprising thing is that, since 1998, the capacity for wind energy has increased by 35 percent worldwide. You probably know that improvements in wind turbine technology in the past couple of decades have improved effectively. Unbelievably, it has helped to cut the cost of power dramatically.

You see, Europe currently accounts for 17 ..... Oh, sorry that is seventy ..... Seven zero percent of the worlds wind power. You can see India, China, Germany, Denmark, Italy and Spain have published plans for

major increases in wind generated electricity projects in the next few years, and as you know recent exploration have been initiated in the United Kingdom and Brazil.

Okay, basically, the wind power has been popular not only for cheap cost but clearly, also for clean energy. As you may have heard, of course, there are some problems associated with wind power. Actually, lets see now, the blades of turbines present a hazard to migrating birds. The next problem is that, in some cases, the vibrations interfere with television reception in the area. And, another big problem is that, the turbines produce big noise not appealing to the residents nearby.

Well, regarding the problem, I mean, noise problem, let me mention, basically, modifying the thickness of the turbine blades have diminished the noise substantially in a number of sites.

This is not the end of the story. Another issue regarding wind power is the issue of storing wind power. And, although wind energy can be stored temporally as battery power, the real challenge for wind exploration will be how to level out the energy source.

Ok, that's all we talk about today.

### **Questions**

1. What aspect of wind power is the text mainly about?
  - a. wind as renewable energy option      b. issue of wind power
  - c. Problem of wind power      d. advantages of wind power
2. Which of the following is true about wind power? It is used for..
  - a. Pumping water      b. sailing vessels

- c. Generating electricity                      d. all of above
3. What present of wind energy does Europe account for?
- a. 17                      b. 71                      c. 70                      d. 7.0
4. Which of the following countries have initiated recent exploration?
- a. Indian and China                      b. German and Denmark
- c. Italy and Spain                      d. United Kingdom and Brazil
5. What are the main advantages of wind energy?
- a. it is easy to find                      b. it is available every where
- c. it is cheap and clean                      d. it is very comfortable to use
6. In the text the speaker or identified several problems associated with wind power. Indicate whether each of the following is one of the problems mentioned. Tick in the correct box for each phone.
7. Regarding the storage of wind power, wind can be stored as .....
- a. Electricity                      b. battery energy
- c. Water                      d. coal



## **APPENDIX –II**

### **Text No 1: Renewable Source of Energy: Wind Power**

#### **A Text without Discourse Markers**

Today, we talk about another renewable source of energy ..... wind power. This is not a new concept. Wind has been used for centuries to pump water and launch sailing vessels. But, more recently, wind power has been used to generate electricity.

Well wind power alone would be unreliable as primary source of continuous energy. Any way, it would be used, on the other hand, as a secondary source. Wind power is the world's fastest growing energy source. Since 1998, the capacity for wind energy has increased by 35 percent worldwide. You probable know that improvements in wind turbine technology in the past couple of decades have improved effectively. Unbelievably, it has helped to cut the cost of power dramatically.

Europe currently accounts for 17 ..... Oh, sorry that is seventy ..... Seven zero percent of the world's wind power. India, China, Germany, Denmark, Italy and Spain have published plans for major increases in wind generated electricity projects in the next few years and recent exploration have been initiated in the United Kingdom and Brazil.

The wind power has been popular not only for cheap cost but clearly, also for clean energy. But there are some problems associated with wind power. Actually, the blades of turbines present a hazard to migrating birds. In some cases the vibrations interfere with television reception in the area. And the turbines produce big noise not appealing to the residents nearby.

Regarding the noise problem, modifying the thickness of the turbine blades have diminished the noise substantially in a number of sites.

Another issue regarding wind power is the issue of storing wind power. Although wind energy can be stored temporally as battery power, the real challenge for wind exploration will be how to level out the energy source.

That's all we'll talk about today.

### **Questions**

8. What aspect of wind power is the text mainly about?
  - a. wind as renewable energy option      b. issue of wind power
  - c. Problem of wind power      d. advantages of wind power
9. Which of the following is true about wind power? It is used for..
  - a. Pumping water      b. sailing vessels
  - c. Generating electricity      d. all of above
10. What percent of wind energy does Europe account for?
  - a. 17      b. 71      c. 70      d. 7.0
11. Which of the following countries have initiated recent exploration?
  - a. Indian and China      b. German and Denmark
  - c. Italy and Spain      d. United Kingdom and Brazil
12. What are the main advantages of wind energy?
  - a. it is easy to find      b. it is available every where
  - c. it is cheap and clean      d. it is very comfortable to use

13. In the text the speaker identified several problems associated with wind power. Indicate whether each of the following is one of the problems mentioned. Tick in the correct box for each problem.

14. Regarding the storage of wind power, wind can be stored as .....

- |                |                   |
|----------------|-------------------|
| a. Electricity | b. battery energy |
| c. Water       | d. coal           |

## APPENDIX -III

### Text No. 1 Symbiotic Relationship

#### A Text with Discourse Markers

What I'm going to talk about today is symbiosis. Well, to begin with, it is close, long-lasting physical relationship between two different species. In other words, you see, the two species are usually in physical contact and at least one of them derives some sort of benefit from this contact. As you know that, there are three different categories of symbiotic relationship: parasitism, commensalisms, and mutualism.

Basically parasitism is a relationship in which one organism, known as parasite, lives in or on another organism known as host. Actually, parasites derive nourishment from hosts. And yeah, generally, the parasites are much smaller than the hosts. Parasites that live on the surface of their hosts are known as ectoparasities like, you see, fleas, lice and molds. Like that, many other parasites like tapeworms, malaria parasites and some fungi living inside hosts are endoparasites.

Now, if the relationship between organisms is one in which one organism benefits while other is not affected, it is called 'commensalisms'. There are many examples of commensally relationship. Look at, orchids often use trees as surface upon which to grow. In ocean, many sharks have a smaller fish known as a remora attached to them.

Further more, mutualism is another name of symbiotic relationship and basically beneficial to both species involved. In many such relationships, the relationship is obligatory. See, certain species of ants feed



on the solutions and live in the tree, and the ants protect the tree from attacking by any other animals.

Ok, that's it for today, bye.

### Questions

1. Symbiotic relationship is the
  - a. Spiritual relationship    b. mental relationship
  - c. Physical relationship        d. all of above
2. There relationship between parasites living in or on another host is called.
  - a. Parasitism                      b. commensalisms
  - c. Mutualism                      d. none of them
3. What do we call the parasites living on the surface of the host?
  - a. endparasites                  b. ectoparasites
  - c. Parasites                      d. lectoparasites
4. The parasites like tapeworms, malaria parasites and some fungi are called
  - a. ecotoparasites                  b. parasites
  - c. lectoparasites                  d. endparasites
5. The relationship beteen organism is commensalisms in which
  - a. One organism benefits while other is not affected

- b. One organism benefits while other is affected
  - c. One organism lives on the surface
  - d. One organism lives inside host
6. Orchids often use the surface of the trees to
- a. Work      b. kill      c. grow      d. live
7. If both of organisms involved are beneficial, this relationship is called....
- a. Parasitism                      b. mutualism
  - c. Commensalisms                d. symbiotic
8. Which of the followings have mutualism relationship
- a. Ants and more                  b. shark and ants
  - c. Ants and trees                  d. remora and shark
9. The professor is actually talking about.
- a. Animals    b. fish
  - c. Ants        d. symbiotic relation



## **APPENDIX -IV**

### **A Text without Discourse Markers**

Symbiosis is a close, long-lasting physical relationship between two different species. In other words, the two species are usually in physical contact and at least one of them derives some sort of benefit from this contact. There are three different categories of symbiotic relationship: parasitism, commensalisms, and mutualism.

Parasitism is a relationship in which one organism, known as parasite, lives in or on another organism known as host. Parasites derive nourishment from hosts. Generally the parasites are much smaller than the hosts. Parasites that live on the surface of their hosts are known as ectoparasites like fleas, lice and molds. Many other parasites like tapeworms, malaria parasites and some fungi living inside hosts are endoparasites.

If the relationship between organisms is one in which one-organism benefits while other is not affected, it is called commensalisms. There are many examples of commensally relationship. Orchids often use trees as surface upon which to grow. In ocean, many sharks have a smaller fish known as a remora, attached to them.

Mutualism is another name of symbiotic relationship and beneficial to both species involved. In many such relationships, the relationship is obligatory. Certain species of ants feed on the solutions and live in the tree, and the ants protect the tree from attacking by any other animals.

Ok, that's it for today, bye.

## Questions

10. Symbiotic relationship is the
- a. Spiritual relationship    b. mental relationship
  - c. Physical relationship        d. all of above
11. The relationship between parasites living in or on another host is called.
- a. Parasitism                      b. commensalisms
  - c. Mutualism            d. none of them
12. What do we call the parasites living on the surface of the host?
- a. endoparasites        b. ectoparasites
  - c. Parasites            d. lectoparasites
13. The parasites like tapeworms, malaria parasites and some fungi are called
- a. ectoparasites                      b. parasites
  - c. lectoparasites                      d. endoparasites
14. The relationship between organism is commensalisms in which
- a. One organism benefits while other is not affected
  - b. One organism benefits while other is affected
  - c. One organism lives on the surface
  - d. One organism lives inside host
15. Orchids often use the surface of the trees to
- a. Work        b. kill        c. grow        d. live

16.If both of organisms involved are beneficial, this relationship is called....

- a. Parasitism                      b. mutualism
- c. Commensalisms                d. symbiotic

17.Which of the followings have mutualism relationship

- a. Ants and more                  b. shark and ants
- c. Ants and trees                  d. remora and shark

18.The professor is actually talking about.

- a. Animals    b. fish
- c. Ants        d. symbiotic relation

## APPENDIX -V

### Holidays

#### A Text with Discourse Markers

Good morning every body. Well, today I'm going to discuss about holidays. Okay, the days for rest, recreation and festivity are called holidays. Actually, everybody requires holidays. You know, we have holidays on Saturdays and other special days. In fact, a holiday is also called vacation. Basically, during our holidays, we don't need to go to work. We entertain the days in many ways. Furthermore, during special festivals like Dashain and Tihar, we can have long holidays. However, tremendously long holidays may invite, you see, laziness and boredom. So, short holidays are really interesting and entertaining.

Normally, every body enjoys holidays. We feel bored and dull if we don't have any holidays for a long time. That's why we eagerly wait for forth coming holidays after our routine work. Anyway, we can utilize our holidays for various purposes. And yeah, we should not waste our holidays. You see, some people sleep or play cards during holidays. Frankly, it is waste and misuse of holidays.

It's really very interesting that we can enjoy in numerous ways. Obviously, we can visit many places. And, we can learn something from visiting them. We can go picnics with our friends or family members. Like that, we can watch films, play games, learn driving or cycling etc. Similarly, we can go swimming with our friends or relatives. Certainly, some people are fond of climbing mountains during holidays. As you know, some seem to be willing to go horse riding or swimming.

You probably know, we can also watch some useful and entertaining TV programmes and films at cinema. Well, some students watch films everyday. In fact, it is not good for them. The next way of utilizing holidays is to read storybooks, novels, poems, newspapers and magazines. You see, we can visit our relatives and friends to share our happiness and sorrows. Furthermore, if we are fond of gardening, we can enjoy looking after the garden.

You know, during our special holidays like Dashain, we utilize it celebrating different cultural festivities. Basically, we go to visit temples and other holy places. Yes, of course, we worship the gods and goddesses because we want to be blessed. Similarly, we can take part in any competition to enhance our creativity, talent, knowledge and skill. Like that, we can also compose poems, write stories, or learn singing and dancing during long holidays.

We will see, some people misuse their holidays. As we know, they watch bad films, read porn magazines, play cards and drink. In fact, activities as such absolutely destroy their entire life. Some people sleep for long time. In fact, it is injurious to their health. And yes, students can forget to do their home works during long holidays. So, we will feel bored during long holidays if we don't utilize it properly.

All right, holidays are very important nowadays as our life is so mechanical because of modernization, industrialization and urbanization. So, if we work for a long time without holidays, we certainly feel bored. That's why; we need holidays for rest and recreation.

## **Questions**



1. Which of the following festivals are described in this text?
  - a) Deshian and Teej                      b) Tihar and Dashain
  - c) Dashain and Laxmi Puja              c) Tihar and Tika
2. Long holidays invite laziness & boredom whereas short holidays are . . .
  - a) Interesting                              b) Entertaining
  - c) Interesting and entertaining          d) amazing
3. This text suggests going picnic with . . .
  - a) Friends or family members          b) Girl/boy friends
  - c) Friends or relatives                  d) Teachers
4. According to this text, participation in any competition . . . our creativity, talent, knowledge and skill.
  - a) Decreases                              b) helps
  - c) Enhances                                d) derails
5. What is injurious to health, according to this text?
  - a) Drinking                                b) playing cards
  - c) Watching bad films                    d) sleeping for long time
6. Our life is mechanical because of . . .
  - a) Modernization                        b) urbanization
  - c) Industrialization      d) all of above
7. W need holidays for . . .
  - a) Romance                                b) relaxing
  - c) Rest, recreation & festivity          d) entertainment



## **APPENDIX -VI**

### **Holidays**

#### **A Text without Discourse Markers**

Good morning every body, today I'm going to discuss about holidays. The days for rest, recreation and festivity are called holidays. Everybody requires holidays. We have holidays on Saturdays and other special days. A holiday is also called vacation. During our holidays, we don't need to go to work. We entertain the days in many ways. During special festivals like Dashain and Tihar, we can have long holidays. Tremendously long holidays may invite laziness and boredom. Short holidays are really interesting and entertaining.

Normally, every body enjoys holidays. We feel bored and dull if we don't have any holidays for a long time. We eagerly wait for forth coming holidays after our routine work. We can utilize our holidays for various purposes. We should not waste our holidays. Some people sleep or play cards during holidays. It is waste and misuse of holidays.

We can enjoy in numerous ways. We can visit many places. We can learn something from visiting them. We can go picnics with our friends or family members. We can watch films, play games, learn driving or cycling etc. We can go swimming with our friends or relatives. Some people are fond of climbing mountains during holidays. Some seem to be willing to go horse riding or swimming.

We can also watch some useful and entertaining TV programmes and films at cinema. Some students watch films everyday. It is not good for them. The next way of utilizing holidays is to read storybooks, novels,

poems, newspapers and magazines. We can visit our relatives and friends to share our happiness and sorrows. If we are fond of gardening, we can enjoy looking after the garden.

During our special holidays like Dashain, we utilize it celebrating different cultural festivities. We go to visit temples and other holy places. We worship the gods and goddesses because we want to be blessed. We can take part in any competition to enhance our creativity, talent, knowledge and skill. We can also compose poems, write stories, or learn singing and dancing during long holidays.

Some people misuse their holidays. They watch bad films, read porn magazines, play cards and drink. Activities as such absolutely destroy their entire life. Some people sleep for long time. It is injurious to their health. Students can forget to do their home works during long holidays. We will feel bored during long holidays if we don't utilize it properly.

Holidays are very important nowadays as our life is so mechanical because of modernization, industrialization and urbanization. If we work for a long time without holidays, we certainly feel bored. That's why; we need holidays for rest and recreation.

### **Questions**

1. Which of the following festivals are described in this text?

- |                           |                      |
|---------------------------|----------------------|
| a) Deshian and Teej       | b) Tihar and Dashain |
| c) Dashain and Laxmi Puja | c) Tihar and Tika    |

2. Long holidays invite laziness & boredom whereas short holidays are . . .

- |                |                 |
|----------------|-----------------|
| a) Interesting | b) Entertaining |
|----------------|-----------------|

- c) Interesting and entertaining      d) amazing
3. This text suggests going picnic with . . .
- a) Friends or family members      b) Girl/boy friends
- c) Friends or relatives      d) Teachers
4. According to this text, participation in any competition . . . our creativity, talent, knowledge and skill.
- a) Decreases      b) helps
- c) Enhances      d) derails
5. What is injurious to health, according to this text?
- a) Drinking      b) playing cards
- c) Watching bad films      d) sleeping for long time
6. Our life is mechanical because of . . .
- a) Modernization      b) urbanization
- c) Industrialization      d) all of above
7. We need holidays for . . .
- a) Romance      b) relaxing
- c) Rest, recreation & festivity      d) entertainment



## **APPENDIX -VII**

### **Discourse Markers used in the first Listening Text**

and	the next problem is
that	
you know	another big problem is that
in fact	this is not the end of
the story	
anyway	ok
unbelievably	basically
as you know that	clearly
on the other hand	actually
the surprising thing is that	let's see now
you probably know	I mean
you see	you can see

### **Discourse Markers used in the Second Listening Text**

well	to begin with	you see
as you know that	basically	actually
and yeah	generally	like that
look at	now	
furthermore		

### **Discourse Markers used in the Third Listening Text**

well

that's why

as you know

okay

anyway

certainly

actually

and yeah

all right

you know

you see

in fact

basically

frankly

you see

furthermore

obviously

yes, of

course

however

and

similarly

it's very interesting that

so

like that

we will see

you probably know



## APPENDIX -VIII

Raw Scores of the IOM and IOST Students					
Raw Scores of the IOM Students			Raw Scores of the IOST Students		
S.N.	Text without DM	Text with DM	S.N.	Text without DM	Text with DM
1	36	40	1	20	26
2	30	36	2	22	28
3	24	28	3	22	30
4	32	40	4	26	36
5	38	42	5	30	36
6	46	42	6	36	48
7	24	28	7	32	46
8	32	38	8	40	48
9	32	42	9	28	34
10	30	40	10	26	32
11	40	44	11	30	36
12	38	44	12	22	30
13	40	46	13	24	26
14	46	48	14	20	32

15	44	48		15	30	36
16	42	48		16	36	46
17	38	46		17	28	30
18	40	46		18	24	36
19	38	44		19	22	26
20	38	42		20	30	36
Total Score	728	626		Total Score	574	698
Average Score	36.4	41.3		Average Score	28.7	34.9
Percentage	72.8	82.6		Percentage	57.4	69.8
Converted Score	21.84	24.78		Converted Score	17.22	20.94

## APPENDIX - IX

Raw Scores of the IOE and FOE Students					
Raw Scores of the IOE Students			Raw Scores of the FOE Students		
S.N.	Text without DM	Text with DM	S.N.	Text without DM	Text with DM
1	20	20	1	32	38
2	20	28	2	26	30
3	20	30	3	22	20
4	32	26	4	20	26
5	30	36	5	22	20
6	34	40	6	34	34
7	32	46	7	36	38
8	40	48	8	26	30
9	28	34	9	20	22
10	26	32	10	26	26
11	30	36	11	24	40
12	22	30	12	24	38

13	24	24		13	36	42
14	20	32		14	16	24
15	30	28		15	20	28
16	36	46		16	28	20
17	30	28		17	28	40
18	22	36		18	42	48
19	30	26		19	36	38
20	22	36		20	26	30
Total Score	538	670		Total Score	556	632
Average Score	26.9	33.5		Average Score	27.8	31.6
Percentage	53.8	67		Percentage	55.6	63.2
Converted Score	16.14	20.1		Converted Score	16.68	18.96



## APPENDIX-X

Raw Scores of the FOM and FOHS Students					
Raw Scores of the FOM Students			Raw Scores of the IOHS Students		
S.N.	Text without DM	Text with DM	S.N.	Text without DM	Text With DM
1	30	38	1	22	28
2	18	24	2	24	32
3	26	32	3	18	20
4	22	32	4	30	30
5	20	36	5	38	44
6	26	40	6	26	20
7	20	28	7	40	48
8	26	26	8	24	26
9	26	34	9	20	28
10	20	22	10	36	38
11	16	20	11	32	34
12	16	28	12	32	32
13	16	26	13	18	22

14	36	36	14	16	16
15	20	26	15	40	48
16	24	32	16	42	42
17	20	22	17	32	38
18	20	24	18	28	34
19	34	42	19	30	28
20	24	36	20	24	28
Total Score	498	576	Total Score	542	636
Average Score	24.9	28.8	Average Score	27.8	31.8
Percentage	49.8	57.6	Percentage	54.2	63.6
Converted Score	14.94	17.28	Converted Score	16.26	19.08

