

CHAPTER ONE

INTRODUCTION

1.1 General Background

Language is a means of communication. Communication of ideas is possible through different means. However, language has been most effective measure of communication. There are a number of languages in the world and English is the most dominant one. Most of the books are written in English and people feel handicapped if they don't understand, speak and write English. The history of introduction of English in Nepal goes back to 1889 A.D. with the establishment of Durbar High School. In the past teaching English meant to teach its literature or literary texts. So reading and writing were emphasized more in those days. But due to the introduction and development of modern approaches, methods and techniques of teaching and learning, the English language is taught in a communicative way at present. Exchanging of ideas, understanding one another and getting things done is an important aspect of English language teaching and learning. Its importance and use cannot be confined to a few words. In a nutshell, it can be said that English is the one of our basic needs. Due to such need of English language in today's world, it is prescribed in most of the school and college curriculum throughout the world.

Learning a language involves learning of four interrelated skills viz. listening, speaking, reading and writing. So far as language learning is concerned listening and speaking go side by side. Listening is a prerequisite skill for other skills. Although this is the reality there is no proper teaching of all four skills in a balanced way. Reading and writing skills are highly emphasized whereas listening and speaking have received less attention. Considering this fact the new syllabus for grades IX and X have made a provision for teaching and testing of listening and speaking along with reading and writing. After the introduction of the new curriculum at secondary level in 1998 A.D., 20% mark is allocated for testing listening and speaking skill in English. Listening covers 8% mark in present curriculum.

1.2 Listening: An Overview

Listening is the fundamental language skill to acquire before the other skills. It is an active process of perceiving and constructing a message from a stream of sounds. One knows about the phonological, grammatical, lexical and cultural systems of language while listening.

Listening is the ability to identify and understand what others are saying. To quote Howatt and Dakin's (1974) words, "Listening involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning." Willis (1981: 134) lists a series of micro-skills of listening, which she calls enabling skills.

They are :

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

Listening effectively involves a multiplicity of skills. Let us construct a very simple step by step picture of the various elements that might be taught to make up the process of listening in face to face conversation. According to Anderson and Lynch (1988: 4), listening skill consists of the following components:

- the spoken signal of speech has to be segmented into units which have to be recognized as known words.

- the syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.

Listeners must apply their linguistic knowledge in formulating a correct and appropriate response to what has been said.

1.2.1 Why Listening?

Every language has four skills; listening, speaking, reading and writing, respectively. Listening was acquired the first position in the natural organization of language skills. When a baby is born in this world he/she first comes across to listening. Only after getting lots of listening exposure he attempts to speak. So, without having mastery over this skill no one can produce even a tit bit of a language. So, it is the fact that a child born deaf cannot have the access over the language. Therefore, in the hierarchy of language skill listening comes first and foremost.

It is not only primarily receptive skill but also multiplicity of sub-skills. It is the fundamental skill to acquire other skills. So, it must occupy a significant position in teaching and learning language.

1.2.2 Listening and Hearing

The term 'hearing' is used to refer to the learner's ability to recognize language elements in the stream of sound and through the knowledge of the phonological and grammatical systems of the language to relate these elements to each other in clauses sentences and to understand their meaning . On the other hand, the term listening' is used to refer to the ability to understand how a particular sentence relates to what also has been said and its function. If hearing can be at the recognition level, listening can be at the selection level of language activities in a foreign language.

The following are the sub-skills of listening identified by John Munby (1978):

1. discriminating sounds in isolate word forms.
2. discriminating sounds in connected speech.

3. discriminating stress patterns within words.
4. recognizing variation in stress in connected speech.
5. recognizing the use of stress in connected speech.
6. understanding intonation patterns and interpreting attitudinal meaning through variation of tone.

1.3 Different Types of Listening Materials

Many teachers would assume that listening has to involve the use of tapes and electronic equipment. They may express regret that they cannot do listening because their school does not provide or afford cassettes even if they are available the teacher himself/herself is not good at playing a cassette player. That's why here different types of listening materials have been discussed that the teachers need to apply for listening practice.

1.3.1 Listening for oral production or for comprehension

At this point, it is important to make a distinction between the two reasons for which students may be asked to listen in their language courses:

- a. to improve their understanding of the spoken word.
- b. to provide them with a model of spoken language to initiate in oral production.

1.3.2 Intensive and Extensive Listening

Intensive listening is concerned with controlled and more specific listening. It is primarily meant for language items as part of the language teaching programme. It contains more concrete information because the aim is to give the students a challenge to allow them to develop listening skill or knowledge of language through the efforts they make. It is guided by activities related to text. Passage for intensive listening should be short not more than a few minutes long because they should be played several times. Students have the chance to get and grasp the contents within several tries. First hearing they may find difficult for intensive listening. The passage need to be short in order to fit within the time limits of the lesson.

In extensive listening, students get the sample opportunity to enjoy stories, plays, poems and other literary texts where the aim/purpose of listening can either to gather information or to entertain the text. A person might find himself/herself listening to something in a relaxed way, not concentrating on every word. It is lengthy but students should not face any linguistic difficulties. Students may be encouraged to listen to radio/TV programme and to see films etc. Students can also be asked to summarize and narrate the text they have heard.

1.3.3 Listening for Comprehension

Students may be asked to listen to their language course for two reasons: oral production and comprehension. Drilling of a new structure to improve spoken words for overall production will not receive adequate training in comprehension level as it is imitative, easy, slow and limited. Materials designed to give practice in listening comprehension enable students to face the challenges dealing with situation. The speakers are talking fairly, quickly, spontaneously and naturally in such a text. It contains a lot of information and students should be attentive to grasp the ideas within limited time frame. It improves the understanding of students about the message or contents that the text contains.

1.3.4 Live Versus Recorded Materials

Obviously, we know live materials are easier to understand/comprehend as we are supported by facial expressions, body movements and gestures in accompany with speakers' speech. It is less costly but lacks authenticity when compared to recorded materials. On the other hand, the listeners can get a chance to hear native accents by means of recorded materials in the situation in where the teacher's mother tongue is not English. It can be played over and over until the listeners get proper message without varying words, intonations or tones. Recorded materials lack paralinguistic signals, those students concentrate on what they hear. So, it is a motivational means to teach listening materials. It improves the suprasegmental features of language and brings flexibility in learning situation.

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

1.3.5 Authentic and Non- authentic Materials:

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

1.4 What makes Listening Easy or Difficult?

Everyday experience tells us that listening is sometimes hard and sometimes easy, but we are normally unaware of the factors that are contributing to that variation. Most people would probably agree that listening to a radio broadcast of parliamentary debate is relatively demanding, if we are trying to follow the even closely, while listening to a child reading from a book of fairy stories is much easier. What influences these intuitive assessments? Although a large number of factors are involved, they fall into three principal categories, related to:

- a. The type of language we are listening to, the input
- b. Our task or purpose in listening
- c. The context in which listening occurs

In these terms, the parliamentary debate or commentary of a game is difficult under the first and third headings. The language input is hard to follow: the content of what is said may be fairly unpredictable; it may be abstract in nature; it may deal with complex topics, and it will probably be expressed in quite involved linguistic form. There will be a number of different speakers, with different voices and accents. As far as context is concerned, there may be varying level of background noise; and of course, the radio provides us with no visual support for interpreting what is being said or who is

speaking or commenting. In short, the language input is as demanding as any of which we might envisage.

Nevertheless, the effect of the complexity of input interacts with the task or purpose of listening. If the radio is switched on simply to determine whether the debate has finished or whether a particular serial has not started yet, then the listening experience—despite that long list of difficult input features—is not demanding one. For some listeners, however, the parliament debate will involve a much more difficult task or set of tasks. A business executive, for example, will be paying close attention to what is said in the annual budget debate because he needs to remember it, either to pass the information on to his colleagues straight away or to use it at a later stage. In contrast, when a mother listens to a child reading a fairy story, the language input and the listener's likely purpose makes the listening less difficult.

According to Anderson and Lynch (1988), there are four principal features of language input that have been found to be influential, as far as ease or difficulty of comprehension is concerned. These are (i) the way in which the information is organized; (ii) the listeners' familiarity with the topic; (iii) the explicitness of the information given, and (iv) the type of input.

1.4.1 Information Organization

The most widely investigated feature of information organization is the sequencing of information in simple narrative texts. Where events are described in the order in which they occurred, then the story is better understood and more accurately recalled than if the events are described out of chronological sequence.

1.4.2 Familiarity of Topic

It is easier to listen to a passage on a familiar topic than on an unfamiliar one. The positive potential of prior topic knowledge has been observed in listeners as young as six years old. Hare and Devine (1983) found that the amount of prior knowledge of the topic of a story—in their study—was about drills. It was a significant predictor of how much

content the listener would recall. Thus, it seems that one kind of easy listening input is one which topic we already have some knowledge of (Anderson and Lynch, 1988).

1.4.3 Explicitness of Information

The amount of information available to the listener makes listening comprehension easy or difficult. According to Anderson and Lynch, these sorts of explicitness have been found to influence ease of comprehension:

- (a) whether the text contains not only the necessary information but redundant facts as well;
- (b) whether the speaker provides all the necessary information but no more, and
- (c) whether the hearer is required to recognize alternative expressions referring to the same character.

1.4.4 Type of Input

From experimental research with teenagers, Brown and Yule (1983) have categorized spoken texts into three broad types: static, dynamic, and abstract. The terms refer to the differences in the potential complexity of relationships between the things, people, events and ideas referred to by a speaker.

In a static text, such as one describing an object or giving someone instructions on how to assemble a model, the relationship between items is likely to be fixed.

A dynamic text, such as telling a story or recounting an incident, demands dynamic use of language. It involves shifts of scene and time; the people or characters in the text may drift in and out of the story, or their relationship to each other may change.

In an abstract text, the focus is on someone's ideas and beliefs, rather than concrete objects; for example, they might be saying why they chose a particular school or university.

1.5 What is successful listening?

There are a number of different ways in which the listener can process or fail to process-incoming speech, which could serve as a basis for evaluating the degree of success of a particular listening performance.

First, the listener may not hear adequately what has been said, due to for example, competing background noise or unfamiliarity with the speaker's accent. Under these circumstances, the speech may have been 'heard' in a strictly limited sense: the listener recognizes that he has been spoken to, but has no idea what the message contained in the speech was.

Second, this is presumably a common problem for the foreign listener-speech may contain words or phrases that the listener can 'hear adequately' but is unable to understand because of serious problems with the syntax or semantics of the foreign language.

Third, there are times when the listener is perfectly able to hear and understand the speaker, but may have 'switched off' consciously or unconsciously. For instance, we might suddenly remember that we have only ten minutes before the banks closed. In this sort of situation it is common to find ourselves allowing the incoming speech from our interlocutor to flow past us a stream of sound which we make no attempt to process.

Fourth, there are those messages, which the listener attends to fully and from which he tries to construct a coherent interpretation. We might consider this last situation to be one of maximally co-operative listening, in the sense that the listener is both able and willing to play his part in the reciprocal activity of communication.

1.6 Literature Review

Awasthi. J. R. (1995) carried out a study giving a listening task comprising of sound discriminations and listening comprehension test to the first year students of T.U. (it was just a small segment of the test). He found that students committed more errors on the questions requiring slightly interference types of answer rather than those of the

mechanically lifted ones. He concluded that the cause of errors in listening comprehension might be lack of practice in it.

Sing N.K (2000) carried out a comparative study between the students of grade eight of public and private sectors on the achievement of listening comprehension. In this study, he found that students of private schools have better than those of public schools.

Timsina, T.R. (2000) carried out a research entitled "On the effectiveness of recorded material over conventional techniques" in teaching listening comprehension. to 10th graders of a public school. After teaching twenty lessons, he administered a test on both experimental and control groups. He found that the control group, for which the live voice of a teacher (conventional technique) was used, has gained better achievement than the experimental group for which the recorded materials were used.

Aryal K.M. (2001) carried out a research entitled "Listening proficiency of grade IX students". In his study he found that listening proficiency of the students was better in the seen text rather than in the unseen one.

Rana, L.B (2002) carried out a research entitled "Listening Ability of the Nepalese Learners of English." Its objective was to determine whether or not the students of different institutes, faculties, levels and linguistic backgrounds can recognize and discriminate segmental sound units, number of syllable in words and intonation patterns in sentences. He found that students' ability to discriminate segmental sound units and number of syllables was higher than to discriminate intonation pattern.

1.7 Objective of the Study

The objectives of the present study were as follows:

- i. To find out grade VII students listening comprehension ability.
- ii. To compare the performance of the students in terms of schools, items and sex.
- iii. To suggest some pedagogical implications.

1.8 Significance of the Study

Though this study seems to be a small work hopefully, it is useful for finding out the proficiency of the students of grade 7 in listening to texts. Moreover the comparison on listening comprehension ability between public and private schools can equally be useful for the concerned people.

This study is significantly useful to the people involved in teaching and learning of the English language in Nepal and particularly to the language teachers, text book writers and syllabus designers. This study is hoped to provide feedback to these people for revision, improvement and addition of necessary texts in the existing text books as well. Similarly the persons interested in carrying out further study in the field of listening skill will also be benefited from the study.

CHAPTER TWO

METHODOLOGY

The methodology which was adopted in carrying out the study is described below:

2.1 Sources of Data:

The data for the research were collected from both primary and secondary sources.

2.1.1 Primary Source of Data

The primary sources of data were the grade VII students of lower secondary level of Kathmandu valley.

2.1.2 Secondary Source of Data

The secondary source were the various books, journals, reports, articles, etc.

2.2 Population of the Study

The population of this study consisted of the grade VII students of lower secondary level of the Kathmandu valley.

2.3 Sampling Procedure

Four schools were randomly selected for data collection, representing both sectors public as well as private. Twenty students from each school were selected by applying judgmental non-random sampling procedure i.e the first twenty students (10 boys and 10 girls) from the school register were selected.

2.4 Tools for Data Collection

The main tools for data collection were test items. The researcher prepared the objective types of test items based on the two types of text i.e. two simple dialogues and two short paragraphs. In objective tests there were five multiple choice questions on each of the two dialogues. Each question had four distracters. So from the two dialogues there were 10 questions and forty distracters.

Similarly, the other types of questions were from 2 short paragraphs. In these sets; two types of multiple choice question were prepared on each group, as 'A' and 'B'. The first type of questions contained 3 items where the students were asked to mark true or false. In the same way, the second type of questions contained two questions where students were asked to fill the blanks. So from the two passages there were also 10 questions. Thus, altogether there were 20 items of questions and each item was equal to 1 mark.

2.5 Process of Data Collection:

- 1) The data for this research were collected from two schools from each sector: private and public.
- 2) Having prepared the required copies of test items, the researcher visited the schools selected for the study at different times.
- 3) He took the school's permission and requested the English teacher to pick up the first 20 students (10 boys and 10 girls) from the class register.
- 4) Along with the help of English teacher, he took those students into separate rooms.
- 5) The researcher distributed the test items and provided necessary instructions.
- 6) Then the researcher himself read out the first dialogue and asked the students to do questions from first text.
- 7) Once they finished the first items, he read out the second type of text and asked the students to do the second text.
- 8) Similarly the remaining text was also presented and carried out in the same way in a very systematic order.
- 9) 20 minutes of time was provided for each of the item.

2.6 Limitations of the Study

The basic limitations of the study were as follows:

- 1) The study is limited to grade VII students only.
- 2) This study is limited to listening comprehension ability only.
- 3) This study is limited to four schools in Katmandu valley, two private and two public.
- 4) This study is limited to the results obtained from 80 students only.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

In this chapter, the scores of the students are analyzed and interpreted by using simple tools of average and percentage. Analysis and interpretation is divided into 10 sections.

Section -1 Total proficiency of the students

This section deals with the total proficiency of students in general in four different texts.

Table 1.1

Total proficiency of students in four different texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	400	333	51	16	4.16	83.25
Dialogue 'B'	400	316	57	27	3.95	79
Paragraph 'A'	400	300	75	25	3.75	75
Paragraph 'B'	400	309	73	18	3.86	77.25
Total	1600	1258	256	86	15.72	78.62

The above table displays the total proficiency of the students in all texts. It also reveals the fact that their performance in dialogue 'A' was best of all and performance on the paragraph 'A' was the least of all. Altogether they obtained 83.25% in dialogue 'A', 79% in dialogue 'B', 75% in paragraph 'A' and 77.25% in paragraph 'B'.

There are altogether 400 samples of test items for each type of text. that researcher administered on 80 students for data collection of the research. Out of 80, 66 students showed 333 correct responses and so as to a good comprehension in the dialogue 'A' as their average score was 4.16.

So far as their performance in the dialogue 'B' is concerned, out of 400 sample test items, 316 responses were correct so total performance was 79% in dialogue 'B' where their average score was 3.95.

Similarly, in paragraph 'A', out of 400 samples test items, they gave 300 correct responses. They obtained 75% where there average score was 3.75.

In this way, their performance in the paragraph 'B' was also satisfactory. Out of 400 samples test items. They showed 309 correct responses. So total performance was 77.25% where their average score was 3.86.

In this way, their total performance in dialogue 'A' was best of all and the paragraph 'A' was the least of all; even than the text wise total performance was much satisfactory.

Section-2 Total performance of the students of public and private school

This section deals with a comparative analysis between the students of public and private school in their total proficiency in all types of texts.

Table 2.1

Performance of the students of public school in all texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	200	160	30	10	4.0	80
Dialogue 'B'	200	154	28	18	3.85	75
Paragraph 'A'	200	144	43	13	3.6	72
Paragraph 'B'	200	150	39	11	3.75	75
Total	items 800	608	140	52	15.2	76

The above table displays the total proficiency of the students of public school in all types of texts. Their total proficiency was 80%, 75%, 72% and 75% in dialogue A, dialogue 'B', paragraph A and paragraph B respectively. Out of 200 samples of items, they gave 160 correct responses in first, 154 in second, 144 in third and 150 in fourth accordingly. Their average score was 4.0 in the 1st, 3.85 in the 2nd, 3.6 in the 3rd and 3.75 in the 4th texts respectively.

Table no. 2.2

Performance of the students of private school in all texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	200	173	21	06	4.32	86.5
Dialogue 'B'	200	162	29	09	4.05	81
Paragraph 'A'	200	156	32	12	3.90	78
Paragraph 'B'	200	159	34	07	3.97	79.5
Total	800	650	116	34	16.25	81.25

This table exhibits the total proficiency of the students of private school in all types of texts. Their performance was 86.5% in dialogue 'A' where their average score was 4.32. Out of the 200 total samples of items they gave 173 correct responses.

Similarly, their performance was 81% in dialogue 'B', 78% in paragraph 'A' and 79.5% in paragraph 'B'. Out of the total 200 sample, they answered 162, 156 and 159 correctly in dialogues 'B', paragraph 'A' and paragraph 'B' respectively. Their average score was in 4.05 in 2nd 3.90 in 3rd and 3.97 in 4th text, respectively.

In this way, the above comparative performance analysis between the students of public and private schools illustrate the fact that the performance of the students in dialogue 'A' is the highest of all. Students of both types of school performed better in dialogues than in the paragraphs.

The students of private school excelled their counterpart of public school in four different texts. Though they excelled the students of the public schools, they could not show equal performance in all types of text where the first text seems to be easiest and the third one is the most difficult.

Section -3 Text wise total performance of the students

This section deals with item wise performance of analysis between the students of public and private schools in four different texts i.e. two similar dialogues and two similar passages thought to be of the same difficulty level.

Table 3.1

Performance of the students of public schools in dialogue 'A' and 'B' by items.

Text	Test items	CR	IR	NR	Total Sample	AV.	Per.
Dialogue 'A'	one (5)	160	30	10	200	4.0	80
Dialogue 'B'	One (5)	154	28	18	200	3.75	75

This table shows the total proficiency of sample of 40 students of public schools which seems satisfactory comparatively they performed well in dialogue 'A'. This item comprises of 5 questions consisting of one mark on each. The average score was 4.0 and in terms of percentage they obtained 80% in this text out of total 200 samples. They performed less than the first text which has 3.75 average score and in terms of percentage they obtained 75% in this text.

Table 3.2

Performance of students of private schools in dialogue 'A' and dialogue 'B' by items.

Text	Test items	CR	IR	NR	Total Sample	AV.	Per.
Dialogue 'A'	One (5)	175	21	06	200	4.32	86
Dialogue 'B'	One (5)	162	29	09	200	4.05	81

This table shows the total proficiency of the sample of 40 students of private schools. They performed a good result. In the first text (dialogue 'A') the average score was 4.32 i.e.86% similarly, in the next text i.e. dialogue 'B' the score is less than the first one consisting of 4.05 average score i.e. 81%.

Table 3.3

Performance of the students of public school in paragraph 'A' and paragraph 'B' text by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	84	26	10	120	2.01	66
	two (2)	60	17	3	80	1.5	75
Paragraph 'B'	one (3)	87	25	8	120	2.1	69.3
	two (2)	63	14	3	80	1.57	80

This table shows the performance of the public school students in paragraph 'A' and 'B'. In both texts, the performance of the test item two is better than the one. In the first item one text the average score was 2.01 and the average score of item two was 1.5. In this text, the total percentage was 66.6% and 75% in item one and two accordingly.

Similarly in the other text (paragraph 'B') has two items. The average score of item one was 2.1 and item two was 1.57, which deserve the 69.93% and 80% accordingly.

Table 3.4

Performance of the students of private school in paragraph 'A' and 'B' texts by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per
Paragraph 'A'	one (3)	90	23	07	120	2.25	75
	two (2)	66	09	05	80	1.65	82.5
Paragraph 'B'	one (3)	88	26	06	120	2.2	72.6
	two (2)	71	08	01	80	1.77	88.5

This table displays the total proficiency of the students of Private schools in paragraph 'A' and 'B' which seems to be satisfactory. The students performed extremely well in both items of both texts though the item two of both texts exceeds the first one.

The average score of the both items of the paragraph 'A' was 2.25 and 1.65 respectively. They scored 75% and 82.5% in items one and two respectively.

Similarly the average score of the both items of next text (paragraph 'B') was 2.2 in item one and 1.77 in item two where they obtained 72.6% and 88.5% respectively.

Section -4 Performance of the public schools' students

This section deals with a comparative analysis of the performance of the students of public and private schools by sex in both types of texts.

Table 4.1

Performance of the girls of public school in the dialogue 'A' and 'B'

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'A'	One (5)	88	09	03	100	4.4	88
Dialogue 'B'	One (5)	84	12	04	100	4.25	84

This table shows the performance of the girls of public schools in dialogue 'A' and dialogue 'B'. Both types of text contain the single item having the same number of questions. The table also shows that the total performance of first text (dialogue 'A') was 88% with an average score of 4.4, In this text out of 20 only 17 students gave correct answers.

Similarly in the next text (dialogue 'B') the total performance was 84% and average score was 4.25. In this text out of 20 students only 16 students gave correct responses.

Table 4.2

Performance of the boys of public school in the dialogue 'A' and 'B'

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'A'	one (5)	72	21	07	100	3.60	72
Dialogue 'B'	one (5)	70	16	14	100	3.50	70

This table shows the total performance of the boys of public schools in two types of dialogues. In the first dialogue (A) their average score was 3.60 and the percentage was 72%. Out of 20 boys, only 14 boys made the correct responses.

In the same way, the total performance of the boys in the dialogue 'B' was 70% where the average score was 3.50. Out of 20 boys only 13 boys could response correctly to all the given questions.

Table 4.3

Performance of the girls of public schools in the passage (paragraph 'A' and 'B') text

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	44	13	03	60	2.2	76.0
	two (2)	32	07	01	40	1.6	80
Paragraph 'B'	one (3)	47	10	03	60	2.35	78.33
	two (2)	32	06	02	40	1.6	80

This table shows the average score and percentage of the girls of public school in two different paragraphs.

In first text (paragraph 'A') the performance of the girls was 76.0% and out of 20 girls, only 15 girls gave the correct responses. The average score was 3.8. The item wise performance was better in item two than in item one. The average score in item one was 2.2 and 1.6 in item two.

In the same way, in the second text (paragraph 'B') the girls performance was 79% and out of 20 girls, only 15 girls gave correct answers. Their average score was 3.95. In the item wise performance, item two was better than item one. The item wise average score was 2.35 in item one and 1.6 in item two.

Table 4.4

Performance of the boys of public schools in (paragraph 'A' and 'B')

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	One (3)	40	13	07	60	2.0	66.6
	two (2)	29	09	02	40	1.45	72.5
Paragraph 'B'	One (3)	40	15	05	60	2	66.6
	two (2)	31	08	01	40	1.55	77.5

This table shows the performance of the boys studying in public schools. In Paragraph 'A' they obtained 69%. Out of 20 boys, 13 of them gave correct responses. The average score was 3.45. In the same way, the item wise performance was better in item two than the one. The item wise average score was 2.0 and 1.45, respectively.

Similarly, in paragraph 'B' they obtained 75%. Out of 20, 14 boys were able to answer correctly. Their average score was 3.55. The item wise performance was better in item one than in item two. The item wise average score was 2 and 1.55 accordingly.

Table 4.5

Performance of the girls of private school in two types of dialogues

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'A'	one (5)	88	09	03	100	4.4	88
Dialogue 'B'	one (5)	80	16	04	100	4.0	80

This table shows the performance of the girls of private schools in two types of dialogue (dialogue 'A' and dialogue 'B')

In the first dialogue, (dialogue 'A') out of 20 students, 17 students gave correct responses obtaining 88%. The average score was 4.4.

In the second dialogue (dialogue 'B') out of 20, 16 students responded correctly. They obtained 80% and their average score was 4.0.

Table No 4.6

Performance of the boys of private school in two types of dialogue

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'A'	One (5)	85	12	03	100	4.25	85
Dialogue 'B'	One (5)	82	13	05	100	4.1	82

This table shows the performance of the boys of private schools in two types of dialogues i.e. dialogue 'A' and dialogue 'B'.

In the dialogue 'A', out of 20, 17 students answered correctly. They obtained 85% where their average score was 4.25.

In the other dialogue (dialogue 'B') out of 20 boys, 16 boys answered correctly. They obtained 82%. Their average score was 4.1.

Table No 4.7

Performance of the girls of private schools in two types of paragraphs

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	43	12	05	60	2.15	71.66
	two (2)	32	05	03	40	1.6	80
Paragraph 'B'	one (3)	42	16	02	60	2.1	72
	two (2)	36	03	01	40	1.8	79

This table displays the performance of the girls of private school in two types of paragraph. Each paragraph has two items.

In paragraph 'A', out of 20 students 15 students gave correct responses. They obtained 75% and their average score was 3.75. They performed satisfactorily in both items though they performed better in item two. The average score in item one was 2.15 and 1.6 was in item two.

Similarly, their performance in paragraph 'B' was better than the paragraph 'A' and still the performance in item two was better than that of item one. The average score in this text was 3.9 bearing the 78%. In the same way, their average score in item one was 2.1 and 1.8 was in item two.

Table no. 4.8

Performance of boys of private schools in two types of paragraph

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	47	11	02	60	2.35	78.33
	two (2)	34	04	02	40	1.70	85
Paragraph 'B'	one (3)	46	10	04	60	2.30	76.66
	two (2)	35	05	00	40	1.75	87.5

This table shows the performance of boys of private school in two types of paragraph (paragraph 'A' and paragraph 'B'). The total performance of the boys in two types of text was similar and satisfactory. In paragraph 'A', out of 20, 16 students

answered correctly. They obtained 81% and their average score was 4.05. Similarly, the average score was 2.35 in item one and 1.70 in item two.

In the paragraph 'B', they obtained 81% where their average score was 4.05. In this text, their performance was better in item two than that of one. Their average score was 2.30 in item one and 1.75 in item two.

Section -5 Total proficiency of the girls and boys

This section deals with the total proficiency of students by sex in all types of texts.

Table 5.1

Total proficiency of the girls in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per
Dialogue 'A'	200	176	18	06	4.4	88
Dialogue 'B'	200	164	28	08	4.1	82
Paragraph 'A'	200	151	37	12	3.77	75.5
Paragraph 'B'	200	157	35	08	3.92	78.5
Total	800	648	118	34	16.2	81

Table no. 5.2

Total proficiency of the boys in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	200	155	33	12	3.87	77.5
Dialogue 'B'	200	152	29	19	3.80	76
Paragraph 'A'	200	150	37	13	3.75	75
Paragraph 'B'	200	152	38	10	3.80	76
Total	800	609	137	54	15.22	76.12

The above table presents the total performance of students by sex in all types of texts. Comparatively the overall performance of girls was better than that of the boys in all texts as their performance was 88% in dialogues 'A' and 82% in dialogue 'B'.

In the same way, the girls' performance in paragraph 'A' was 75.5% and 78.5% in paragraph 'B'. Out of 40, 33 students gave correct responses in dialogue 'A' , 32 in dialogue 'B', 30 in paragraph 'A' and 31 in paragraph 'B'. Similarly, their average score was 4.4 in the first, 4.1 in the second, 3.77 in the third and 3.92 fourth respectively.

On the other hand, the performance of boys was 77.5% and 76% in dialogue 'A' and 'B' respectively. Out of 40, 31 gave correct responses in dialogue 'A' 30 in dialogue 'B', 30 in paragraph 'A' and 30 in paragraph 'B' accordingly. Similarly, their average score was 3.87, 3.80, 3.75 and 3.80 in dialogue 'A', dialogue 'B', paragraph 'A' and paragraph 'B' respectively.

Section 6 Text wise analysis of the girls and boys

This section deals with the items wise performance analysis in general by sex.

Table 6.1

Performance of the girls in dialogue 'A' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'A'	one (5)	176	18	06	200	4.4	88

This table exhibits item wise performance analysis of the girls in the dialogue 'A' and brings the fact that out of 200 sample items, they were able to answer 176 responses correctly; where 18 students responded incorrectly and 06 did not response at all. In this text, they obtained 88%, where their average score was 4.4.

Table 6.2

Performance of the boys in dialogue 'A' by items

Text	Test items	CR	IR	NR	Total Sample	As.	Per.
Dialogue 'A'	one (5)	155	33	12	200	3.87	77

This table exhibits the item wise performance of the boys in dialogue 'A'. There was only one item bearing 5 questions. So the total samples were 200. Out of that they answered 155 correctly which was 77% marks, where their average score was 3.87.

Table 6.3

Performance of girls in dialogue 'B' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'B'	one (5)	164	28	08	200	4.1	82

This table displays the girls' performance in the dialogue 'B'. This text had one item bearing 5 different questions where we had 200 total samples. Out of 200 164 were correct responses which was 82% marks, where their average score was 4.1.

Table 6.4

Performance of boys in dialogue 'B' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Dialogue 'B'	one (5)	152	29	19	200	3.8	76

This table shows the boys performance in dialogue 'B' by items. In this text there was only one item having 5 questions. We had 200 total samples where they were able to answer 152 correctly. They obtained 76% marks in this text, where their average score was 3.8.

Table 6.5

Performance of girls in paragraph 'A' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'B'	one (3)	87	25	08	120	2.17	70.65
	two (2)	64	12	04	80	1.6	80

The table 6.5 exhibits item wise performance analysis of the girls in paragraph 'A' and bring the fact that they obtained 70. 65% in item one and 80% in item two respectively, their average scores were 2.17 and 1.6 respectively.

Table 6.6

Performance of boys in paragraph 'A' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	87	24	09	120	2.17	76.5
	two (2)	63	13	04	80	1.57	78.75

The table 6.6 shows the item wise performance analysis of the boys in paragraph 'A'. They obtained 76.5% in item one and 78.75% in item two. Similarly, their average scores were 2.17 and 1.57 respectively.

Table 6.7

Performance of girls in paragraphs 'B' by items.

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	89	26	05	120	2.2	74.15
	two (2)	68	09	03	80	1.7	85

This table 6.7 displays the item wise performance analysis of the girls in paragraph 'B' and brings the fact that in item one and two they obtained 74.15% and 85% respectively. Their average score was 2.2 and 1.7.

Table 6.8

Performance of boys in paragraph 'B' by items

Text	Test items	CR	IR	NR	Total Sample	Av.	Per.
Paragraph 'A'	one (3)	86	25	09	120	2.15	71.65
	two (2)	66	13	01	80	1.65	82.5

The table 6.8 exhibits the item wise performance analysis of the boys in paragraph 'B' and brings the fact that they obtained 71.65% and 82.5% in item one and two respectively. Their average score was 2.15 in item, one 1.65 in item two.

Section 7 School wise performance of the students in public schools

This section deals with a comparison between the performances of the students of two public schools, in all types of texts.

Table 7.1

Performance of the students of Durbar High School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	77	16	07	3.85	77
Dialogue 'B'	100	76	15	09	3.8	76
Paragraph 'A'	100	75	19	06	3.75	75
Paragraph 'B'	100	73	22	05	3.65	73

Table 7.2

Performance of students of Kirtipur Secondary High School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	83	14	03	4.15	83
Dialogue 'B'	100	78	13	09	3.9	78
Paragraph 'A'	100	69	24	07	3.45	69
Paragraph 'B'	100	77	17	06	3.85	77

The above given two tables present a comparison between the performances shown by the students of two public schools in all types of texts. They show that the performance of the students of Durbar High School in dialogue 'A' was 77% and out of 20 students, 15 students answered correctly, while the performance of the students of Kirtipur Secondary in Dialogue 'A' was 83% and out of 20, 16 students showed correct responses.

Similarly the performance of Durbar High School was 76% in dialogue 'B' 75% in paragraph 'A' and 73% in paragraph 'B'. In the same way the performance of Kirtipur Secondary in dialogue 'B' was 78% and 69% in paragraph 'A' and 77% performance in paragraph 'B' respectively.

This above analysis shows that the students of Durbar High School showed a better performance only in paragraph 'A'. Hence, the comparison of two public schools

illustrates the fact that the students of Kirtipur Secondary School excelled the students of Durbar School in the text 1st, 2nd and 4th.

Section -8 School wise performance of the students in private schools

This section deals with a comparison of performance between the students of two private schools, in both types of texts.

Table 8.1

Performance of the students of New Millennium School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	83	13	04	4.15	83
Dialogue 'B'	100	82	14	04	4.1	82
Paragraph 'A'	100	77	15	08	3.85	77
Paragraph 'B'	100	76	20	04	3.8	76

Table 8.2

Performance of the students of Milan Viddhya Mandir School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	90	08	02	4.5	90
Dialogue 'B'	100	80	15	05	4.0	80
Paragraph 'A'	100	79	17	04	3.95	79
Paragraph 'B'	100	83	14	05	4.15	83

These tables given above present a comparison between the performances shown by the students of two private schools in all types of text. They show that the students of New Millennium School obtained 83% in dialogue 'A' where 16 students gave correct responses where as the performance of the students of Milan Viddhya Mandir was 90% 18 students out of 20 gave their correct responses.

Likewise, the students of New Millennium School obtained 82% in dialogue 'B' 77% in paragraph 'A' and 76% in paragraph 'B' where as the students of Milan Viddhya

Mandir obtained 80% in dialogue 'B', 79% in paragraph 'A' and 83% paragraph 'B' respectively.

Hence, the analysis shows us that the students 97 Milan Viddhya Mandir showed a better performance in dialogue 'A'. Students of New Millennium showed better performance in dialogue 'B' but the students of Milan Viddhya Mandir showed a better performance in the 3rd and 4th texts. The comparison showed that the students of Milan Viddhya Mandir excelled their New Millennium School counterparts.

Section -9 Performance of the girls and boys in public school

The section deals with a comparison between the performances of the students of two public schools by sex, in all types of texts.

Table 9.1

Performance of the girls of Durbar High School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	40	07	03	4.0	80
Dialogue 'B'	50	39	09	02	3.9	78
Paragraph 'A'	50	38	08	04	3.8	76
Paragraph 'B'	50	39	09	02	3.9	78

Table 9.2

Performance of the boys of Durbar High School in all types of texts;

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	37	09	04	3.7	74
Dialogue 'B'	50	39	08	03	3.9	78
Paragraph 'A'	50	37	11	02	3.7	74
Paragraph 'B'	50	34	13	03	3.4	68

Table 9.3

Performance of the girls of Kirtipur Secondary School

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	43	05	02	4.3	86
Dialogue 'B'	50	40	06	04	4.0	80
Paragraph 'A'	50	37	10	03	3.7	74
Paragraph 'B'	50	38	08	04	3.8	76

Table 9.4

Performance of the boys of Kirtipur Secondary School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	42	07	01	4.2	84
Dialogue 'B'	50	38	07	05	3.8	76
Paragraph 'A'	50	32	14	04	3.2	64
Paragraph 'B'	50	39	09	02	3.9	78

The above tables show that the girls were better than that of the boys in the dialog 'A' but the boys showed better performance than girls did in the dialogue 'B' of Durbar High School.

Similarly, in paragraphs 'A' and 'B', girls showed better performances than those of the boys did.

The total performances of girls of Durbar High School were 80%, 78%, 76% and 78% in the text 1st, 2nd, 3rd and 4th, respectively, while the boys showed 74%, 78%, 74%, 68% respectively.

In the same way, the performance of the girls of Kirtipur Secondary School was a bit more satisfactory in all texts. As girls obtained 86% in dialogue 'A' and 80% in dialogue 'B' 74% in paragraph 'B', whereas the boys' performance was 84% in dialogue 'A' and 78% in paragraph 'B'. The performance of the boys was poor except in paragraph 'B'.

Section -10 Performance of girls and boys in private schools

This section deals with a comparison between the performances of the students of two private schools, by sex in both types of texts.

Table 10.1

Performance of the girls of New Millennium School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	46	03	01	4.6	92
Dialogue 'B'	50	41	07	02	4.1	82
Paragraph 'A'	50	42	06	02	4.2	84
Paragraph 'B'	50	34	14	02	3.4	68

Table 10.2

Performance of the boys of New Millennium School in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	37	10	03	3.7	74
Dialogue 'B'	50	41	07	02	4.1	82
Paragraph 'A'	50	35	09	06	3.5	70
Paragraph 'B'	50	42	06	02	4.2	84

Table 10.3

Performance of the girls of Milan Viddhya Mandir in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	46	03	01	4.6	92
Dialogue 'B'	50	44	04	02	4.4	88
Paragraph 'A'	50	40	07	03	4.0	80
Paragraph 'B'	50	39	09	02	3.9	78

Table 10.4

Performance of the boys of Milan Viddhya Mandir in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	50	43	05	01	4.3	88
Dialogue 'B'	50	36	11	03	3.6	72
Paragraph 'A'	50	39	10	01	3.9	78
Paragraph 'B'	50	44	03	03	4.4	88

The above tables intended to display that the girls of New Millennium showed better performance than the boys of the same school. The girls excelled the boys in dialogue 'A', dialogue 'B' and paragraph 'A'. But boys showed better performance in paragraph 'B'. The total performance of girls in all texts were 92%, 82%, 84% and 68% respectively; where as the boys performance were 74%, 82%, 70% and 84% respectively.

In the same way, the girls showed better performance in Milan Viddhya Mandir School except in the 4th text (paragraph 'B'). The girls total performance was 92%, 88% and 78% accordingly; whereas boys' performance was 88%, 72%, 78% and 88% respectively,

Moreover the overall performance of girls of the Milan Viddhya Mandir was better than the girls of New Millennium School. They excelled in dialogue 'B' and paragraph 'B' where the performance was 88%, 78% Vs 82% and 68%. Their score was equal in dialogue 'A' (92%) but the girls of New Millennium School excelled in paragraph 'A'. The score was 84% vs. 80%.

The above table also shows that the overall performance of the boys of Milan Viddhya Mandir was better than that of New Millennium School. They excelled in dialogue 'A' paragraph 'A' and paragraph 'B' but the boys of New Millennium School excelled only in dialogue 'B'. The overall percentage of the boys of Milan Viddhya Mandir and New Millennium School were 88%, 72%, 78% and 88% versus 72%, 82%, 70%, 84% in dialogue 'A', dialogue 'B', paragraph 'A' and paragraph 'B' respectively.

Table 10.5

Performance of the girls of private school in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	92	06	02	4.6	92
Dialogue 'B'	100	85	11	04	4.25	85
Paragraph 'A'	100	82	13	05	4.1	82
Paragraph 'B'	100	73	23	04	3.65	73

Table 10.6

Performance of the boys of private school in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	81	15	04	4.05	81
Dialogue 'B'	100	77	18	05	3.85	77
Paragraph 'A'	100	74	19	07	3.70	74
Paragraph 'B'	100	86	09	05	4.3	86

The above table presents the comparison between boys and girls of private schools in their performance in all types of text. The performance of the girls in dialogue 'A' was 92% and dialogue 'B' was 85%, paragraph 'A' was 82% and 73% in paragraph 'B' where as the boys performance were 81% in dialogue 'A' 77% in dialogue 'B', 74% in paragraph 'A' and 86% in paragraph 'B'. Similarly, the average score of the girls of private school was 4.6 in the 1st, 4.25 in the 2nd, 4.1 in the third and 3.65 in the 4th respectively. Whereas the average score of the boys of private school were 4.05 in the 1st, 3.85 in the 2nd, 3.70 in the 3rd and 4.3 in the 4th respectively.

Hence, the girls excelled the boys in dialogue 'A', dialogue 'B' and paragraph 'A' where as boys excelled the girls only in paragraph 'B'. So the overall performance of private school girls was better than that of private school boys.

Table 10.7

Performance of the girls of private school in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	92	06	02	4.6	92
Dialogue 'B'	100	85	11	4	4.25	85
Paragraph 'A'	100	82	13	5	4.1	82
Paragraph 'B'	100	73	23	04	3.65	73

Table 10.8

Performance of girls of public school in all types of texts

Text	Total Sample	CR	IR	NR	Av.	Per.
Dialogue 'A'	100	83	12	05	4.15	83
Dialogue 'B'	100	79	15	06	3.95	79
Paragraph 'A'	100	75	18	07	3.75	75
Paragraph 'B'	100	77	17	06	3.85	77

The above table presents a comparison between the performance of the girls of private and public schools in all texts. The performance of the girls of private school were 92% in dialogue 'A' 85% in dialogue 'B', 82% in paragraph 'A' and 73% in paragraph 'B' respectively where as the performance of girls of public school were 83% in dialogue 'A' 79% in dialogue 'B', 75% in paragraph 'A' and 77% in paragraph 'B' respectively. The average score of the girls of private schools was 4.6 in the 1st, 4.25 in the 2nd, 4.1 in the 3rd and 3.65 in the 4th. Where as the average score of public school's girls was 4.15, 3.95, 3.75 and 3.85 respectively.

Hence, the private school girls excelled the public school girls in dialogue 'A' dialogue 'B' and paragraph 'A' but the public school girls excelled the private school girls in paragraph 'B'.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

4.1 Findings

The major concern of this study was to identify the proficiency in listening comprehension ability of the students. The students were taken from the four different schools (two private and two public) of Kathmandu valley. The data were collected by administering a test to 80 students. The data were tabulated on the basis of various variables according to the objectives. The data were also analyzed by using simple statistical tools. On the basis of this analysis, the following findings were drawn.

❖ Major Findings of the Study

- a. The listening comprehension ability of the seventh grade students of Kathmandu valley was good.
- b. Among the 1600 total samples they responded 1258 items correctly. Their total performance was 78.62% where the average score was 15.72
- c. The listening comprehension ability of the students in all types of texts is positively correlated. That means those who scored better in one text also scored better in other texts.

❖ Variable Specific Findings

Findings Related to the Public and Private Schools

- a. The students of private schools showed better performance than the students of public schools. The total performance of the students of private schools was 81.25% where as the public school students scored 76%.
- b. The level of LCA of the students of public schools was found to be satisfactory because they obtained 80% in dialogue 'A', 77% in dialogue 'B', 72% in paragraph 'A' and 75% in paragraph 'B'.
- c. The level of LCA of the students of private schools was extremely good because they scored 86.5% in dialogue 'A', 81% in dialogue in 'B', 78% in paragraph 'A' and 79.5% in paragraph 'B', respectively.

- d. The total performance of the students of both sectors was positively correlated even if the students of private schools excelled their counterparts.

Findings on the Basis of Items

- a. Regarding the items wise findings, the students obtained highest score in 1st item (dialogue 'A'). Their total performance in this item was 83.25% and the average score was 4.16.
- b. In second item the total performance was 79% where their average score was 3.95.
- c. In the third item, their score was the least of all where their total performance was 75% and average score was 3.75.
- d. Similarly the total performance of the fourth item was 77.25% and their average score was 3.86.

Findings on the Basis of Sex Variable

- a. Regarding the sex variable girls excelled the boys in their comprehension in all the texts as out of 800 total samples the girls answered 648 responses correctly. They obtained 81% and their average score was 16.2 but the boys obtained 76.12% where their average score was 15.22.
- b. The girls of DHS have better LCA compared to the boys. The girls scored 80% in the 1st, 78% in the 2nd, 76% in the 3rd and 78% in the 4th where as boys scored 74% in the 1st, 78% in the 2nd, 74% in the 3rd and 68% in the 4th respectively.
- c. The girls of KSS obtained better score than the boys, where the girls scored 86% in the 1st, 80% in the 2nd, 74% in the 3rd and 76% in the 4th. On the other hand, boys scored 84% in the 1st, 76% in the 2nd, 64% in the 3rd and 78% in the 4th respectively.
- d. The scores of the students of NMS were positively correlated. Girls excelled the boys in texts 1st and 3rd but boys excelled the girls in the 4th text. The scores of the girls were 92%, 82%, 84% and 68% in the 1st, 2nd, 3rd and 4th texts respectively but the scores of the boys were 74%, 82%, 70% and 84% accordingly.

- e. The girls of MVM have scored better compared to the boys except in the 4th text. The girls' scores were 92%, 88%, 80% and 78% where as the boys' score were 88%, 72%, 78% and 88% in the 1st, 2nd, 3rd and 4th texts respectively.

4.2 Recommendations

The Study found that the listening proficiency of the seven graders studying in different schools of Kathmandu valley is quite satisfactory. It also found out that there is not much difference between the listening proficiency of the students of public and private schools. Similarly the first items of questions in the item one seem to be the easiest one and the third one is the most difficult one. In case of the girls and boys, the girls excelled the boys in their total performance. On the basis of the above findings, the researcher makes some recommendations.

- a. The concerned body should pay more attention towards listening proficiency of the learners. The syllabus designers, testing experts, the teachers, and the students themselves should be conscious enough on the listening skill.
- b. The listening proficiency of the 7 graders students should be increased.
- c. The curriculum designers of public schools (CDC) should pay special attention even in lower secondary level to develop the listening skill of the learners.
- d. The students should be exposed to varieties of listening dialogues and other texts because listening is the primary skill of language learning.
- e. The students of public schools should practise more listening skill since they have low performance compared to private schools.
- f. Listening proficiency of the learners should also be included and measured at all t levels in our present system of education.
- g. The students themselves should also practice this skill by listening to the Radio, T.V., F.M., and other broadcasting media during school and out of the school situations.

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