

CHAPTER – I

1. INTRODUCTION

This research study has been prepared to find out the listening proficiency and the related problems of Eight Graders studying in four different schools of Thimi in Bhaktapur District.

1.1 General Background

Language is a means of communication through which we share our ideas, feeling, thoughts and emotions. Language is a system of sounds and words used by humans to communicate their thoughts and feelings. It is the language which distinguishes human beings from other creatures in the world. It is obvious that all the normal human beings start to acquire at least one language during their babyhood and become linguistically adult when they are five or six years of age. Hornby (1997: 721) defines language as “the system of communication in speech and writing that is used by people of particular country or area.” Sharma quotes Sthapit (2003: 1) and writes “Even ten thousand best linguists in the world can not describe a language perfectly.” In the same way, Crystal (2003:255) defines language as “The abstract system underlined the collection totality of a speech/writing/behavior of a community of the knowledge of the system by an individual.” So, we can say that it is an invaluable instrument mainly reserved for communicating thoughts between or among the people.

Learning a language is not a single activity but a communication of different activities. The different activities are called language skills. In other words, language skill is underlying eligibility of listening, speaking, reading and writing of a language.

Learning a language means learning its four skills, viz. listening, speaking, reading and writing. The four language skills consist of two broad skills i.e. receptive and productive. Listening and reading come under receptive skills and speaking and writing come under productive skill. According to Harmer (1997:25) “speaking and writing involves language production, and are therefore often referred to as productive skills. Listening and reading on the other hand, involve receiving messages and are therefore often referred to as receptive skill.”

Listening and speaking are said to be the primary skills whereas reading and writing are the secondary skills. It is because reading and writing are the skills that are developed later. Listening and speaking should precede reading and writing because this order of presenting the language skills is natural and psychological. There is also a scientific fact that every child learns to listen and then speak his mother tongue without any formal teaching at home and when he goes to school, then he/she learns to read and write the language. This means every child learns listening and speaking first and reading and writing later.

Listening is the first language skill in the natural order of presenting the language skills. Development of the aural oral skill has a crucial role to play in second language learning. Without actually having been taught to listen, a student will never be able to communicate with the speakers of English and, as a result, he is unable to understand what is said to him. Therefore, listening skill should be considered as a fundamental skill and taught with a great emphasis along with speaking because both the skills are closely interconnected.

In the past, listening and speaking were the most neglected skills in comparison with reading and writing. However, the fact is that other language skills cannot be learned well if there is the absence of one language skill. That is why Curriculum Development Centre of the Government of Nepal has designed new curriculum for different school levels. (eg. primary, lower secondary and secondary) and there has been made a provision of assessing listening skill from the primary level up to SLC.

English is a foreign language of which oral exposure is inadequate in terms of its quality and quantity. In order to widen and deepen the knowledge of different disciplines, one has to listen to the authentic texts. Most of the texts as such are found in different language but English is the one which is rich in knowledge to be grasped. Therefore, English has been an immense concern of the students, teachers, researchers and so on and so forth.

1.1.1 What is Listening?

“Listening is the activity of paying attention to and trying to get meaning from something we hear”, Underwood (1989:1). It is the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, his grammar, his vocabulary and grasping his meaning. Listening is an active process of acquiring and constructing a message from a stream of messages.

A clear distinction must be made between listening and hearing. The term hearing is used to refer to the listener’s ability to recognize language elements in the stream of sounds while

listening is used to refer to the ability to understand how a particular sentence relates to what else has been said and its function in the communication. Although we may appear to be inactive while listening, we must engage in the activity of constructing a message in order to be described as a listener. Listening is always an active process but hearing can be thought as passive condition. It is obvious that a good listener learns a language quicker and more efficiently than others. So, special emphasis should be given to teach listening skill, Rai (1998).

1.1.2 Place of Listening in the Present Curriculum

Listening skill is the first and the most important language skill out of the four. However, this skill was totally neglected in the traditional curriculum in Nepal.

In the traditional curriculum only the two language skills i.e. reading and writing were focused and emphasized whereas now with the emerging of the new approaches, methods and techniques in the field of teaching and learning has brought a great change in the perspective of educationists, curriculum designers and text book writers of Nepal towards language teaching. As a result, all language skills, whether primary or secondary, productive or receptive are considered equally important to cultivate communicative competence. Therefore, in the New secondary education curriculum of compulsory English, teaching and testing of listening and speaking has come into existence. If we look at the marks, 8, 12, 45, and 35 for listening, speaking, reading and writing have been provided respectively. Marks for listening skill seem the smallest of all. However, it is as much important as other

skills from linguistic point view because linguists are of the opinion that all language skills are equally important and should be taught in integratively.

1.1.3 Use of Taped Material in the School Curriculum

The history of taped materials in the school curriculum is not so long. It was introduced in the year 2057 B.S. CDC has prescribed tapes for lower secondary level and also for SLC level. However, the government prescribes tapes for the school level students, they are not sufficient for the practice. So, there are so many publications which have produced tapes privately which are very useful. For example, “Sprinter SLC English Test Book” developed by Bhundipuran Prakashan, Tahachal, “Communicative English Practice”, developed by Vivek Prakashan, Rajbiraj, etc. They are useful in the sense that the voices in the tape are of Nepali Native speakers and they are easily available in the market with affordable price. The topic in the tapes are also very familiar and very much related to Nepali contexts.

1.2 Specific Objectives of Teaching Listening.

According to the new secondary education curriculum of compulsory English 2057 B.S, the specific objectives of teaching listening in secondary education curriculum of compulsory English are as follows:

- a. Listen to spoken text, understand the gist and receive specific information from it.
- b. Record in note or summary from the main points of spoken messages.
- c. Respond appropriately to spoken directions or instructions.

1.2.1 Testing Listening Skill

Testing of listening skill is very difficult in our situation because we lack technological apparatuses which test whether the students have achieved the authentic language behavior of native speakers or not.

However, the simplest way through which we can test the listening skill of our students is by playing a cassette or by using teacher's voice and asking them to do certain questions through which their listening comprehension can be assessed.

The following types of questions can be designed for assessing listening skills.

- a. Short Questions
- b. Multiple Choice
- c. Fill in the blanks
- d. True /false
- e. Matching

Apart from these, dictations and note making can also be effectively used for the assessment of testing.

1.2.2. Techniques for Testing Listening Skill

Different techniques are used to test listening. It depends upon the level of the students and the nature of the text. Hughes (1997: 137) suggests the following techniques to test listening skill.

1. **Multiple choices:** Multiple choice items seem to provide the most satisfying technique for testing listening comprehension. In multiple choice items to test listening comprehension, the lead

contains the problem being tested and the choice or alternatives contain the distracters that the interference of the native language habits would normally suggest to the students according to our theory of language testing. One of the alternatives is more nearly right than the other and is chosen by the students as the “best answer he finds among the choices. The alternative must be kept short and simple.

2. **Short answer:** Provided that the items themselves are brief and only really short responses are called for, short answer items can work well in listening tests. The completion variety, requiring minimal writing from the candidate is particularly useful.
3. **Information transfer:** This technique is as useful in testing listening as it is in testing reading, since it makes minimal demands on productive skills. It can involve such activities as the labeling of diagrams or pictures, completion on showing routes on a map.
4. **Note taking:** Where the ability to take notes while listening to, say, a lecture is in question, this activity can be quite realistically replicated in the testing situation. Candidates take notes during the talk, and only after the talk is finished do they see the items to which they have to respond. When constructing such a test, it is essential to use a passage from which notes can be taken successfully. This will only become clear when the task is first attempted by test writers.
5. **Dictation:** While partial dictation may not be a particularly authentic listening activity, it can be useful. It may be possible to administer a partial dictation when no other test of listening is practical. It can also be used diagnostically to test students’ ability to cope with particular difficulties.

1.2.3 Stages of Teaching Listening

There are three stages of teaching listening. All three stages are entirely correlated with each other. They are:

- a. Pre-listening stage
- b. While-listening stage
- c. Post-listening stage.

a. Pre-listening stage:

In this stage, some kinds of warm-up activities are done to familiarize the students with the text which they are going to listen. It arouses interest and curiosity among them about the text they are going to listen. The activities at this stage could be guessing about the text or dealing with the vocabulary which the students are going to listen to in the text and so on. The aim of this stage is to prepare the students for listening. How much they need depends on the level of the students and the level of difficulty of listening material.

For pre-listening activities, following types of activities can be done in the class. Underwood (1989: 35-43)

- a. Looking at pictures and talking about them.
- b. Looking at a list of items thoughts etc.
- c. Making lists of possibilities/ideas/ suggestions etc.
- d. Reading text.
- e. Reading through questions (to be answered while listening).
- f. Completing part of a chart.
- g. Predicting/ speculating
- h. Previewing language
- i. Informal teacher talk and class discussion.
- j. Written exercises.

Pre-listening activities provide opportunities for listening to be integrated with the other parts of the students' works and skills. Pre-listening is the 'build up' to the actual listening and serves not only to assist with comprehension but also to motivate students to want to listen.

b. While-listening stages

In this stage, students are asked to do some tasks while they are listening to the text. The purpose of while listening activities is to help learner develop the skill of eliciting messages from spoken language. Good while-listening activities help learners find their way through the listening text and build upon the expectations raised by pre-listening activities. The activities should be based on the interest of the students, the level of difficulty and the lack of complications.

Underwood (1989:53-69) suggests the following ideas/activities for the while listening activities.

- a. Putting pictures items in order
- b. Matching pictures with what is heard.
- c. Completing pictures
- d. Carrying out actions
- e. Pictures drawing
- f. Following a route
- g. Predicting
- h. Seeking specific items of information
- i. True/false exercises.

c. Post-listening stage:

It is the last stage of listening comprehension which is also called follow up. In this stage, the students check up their answers and relate the activity to other language skills, post listening activities embrace all the work related to a particular listening text which are done after the listening is completed. Post listening activities are extensions of the work done at the pre and while listening stages and so related only to the listening text itself. Post listening activities can be much longer than while listening activities because at this stage the students take time to think to discuss and to write.

The following activities can be done for post listening, according to the Underwood (1989: 81-92)

- a. Form/chart completion.
- b. Extending lists
- c. Sequencing grading (stories, events)
- d. Matching with a reading text.
- e. Extending notes into written responses
- f. Summarizing.
- g. Using information for problem solving and decision making activities.
- h. Identifying relationship between the speakers.
- i. Role play/ simulation
- j. Dictation.

1.2.4 Different Materials for Listening.

Teacher is one of the sources of input which is absolutely vital and he will be the language model for the students to aim at but it is also important for students to be exposed to other sources. It implies that different listening materials should be produced and provided. The output of the activities depends upon the quality of materials. Materials play a vital role in the classroom whether they are text materials or supplementary.

1.2.4.a Live vs. Recorded Materials.

The teacher can teach listening comprehension either by using cassettes or by using his own voice. When a cassette is used it is called recorded material but when a teacher uses his/her own voice it is known as live materials.

Live materials may be the speech by teachers or outside speaker or reader. In live materials the speaker can be seen. So it is easy for to the listeners to decipher the message from facial expressions, gestures etc of the speaker. It is obvious that a speaker present in a room is nearly always easier to hear than a recorded voice. Live material is also advantageous in the sense that there is no need to organize equipment in advance.

Recorded materials on the other hand are permanent ones and for later use or reference. Recorded materials allow the non-native teacher to bring the voices of native speakers into the classroom and allow them to present a variety of voices and accents to their students. While using recorded materials, the teacher or students can stop where they wish, repeat short sections

as often as they like and play the whole passage again and again but it is not possible to repeat exactly in the same way in live listening. Small sections cannot be replayed or paused in the way that recorded materials allow.

Using recorded material has so many advantages. When recorded materials are used, students get opportunities to hear the native speakers of the language where the teacher's mother tongue is not English. The recording can be replayed over and over again and will always be the same. When the students listen to the recorded materials, they concentrate on what they hear since the speaker is not seen.

Doff (1995:204) presents the following guidelines for recorded materials:

- a) Introduce the listening and give one or two guiding questions.
- b) Play the cassette once without stopping, and discuss the guiding questions.
- c) Play the cassette again, this time, focus on important points, pausing and asking what the person said each time. If students are unable to 'catch' the remark, rewind the cassette a little way and play it again.
- d) After your demonstration, discuss the technique, emphasize that the aim is to focus on the important remarks only but not of course to go through the whole of listening text phrase by phrase.
- e) Apart from the above guidelines; we can use a cassette player according to the demand and the need of students

until they understand the text but the text must be very precise, and the voice clear with no background noise.

1.2.4. b. Authentic vs. Non-authentic Materials.

“Texts which are taken from newspapers, magazines etc and tapes of natural speech taken from ordinary radio or television programmes etc are called authentic materials.” Richards et. al (1985).

It is now generally accepted that students need to practice listening to the kind of speech they will actually encounter in real life so that they will be able to understand and respond to what English speakers are saying. Such ‘real speech’ or ‘natural conversation’ that is not specially designed for foreign learners is supposed to be the authentic material for listening practice.

Underwood (1989:100) has given different characteristics of authentic materials such as:

- a. Natural rhythm, intonation, pronunciation,
- b. Normal rate of delivery,
- c. Natural unstructured language,
- d. Incomplete sentences, false starts hesitation,
- e. Back ground voices,
- f. Natural starts and stops,
- g. Interruptions, etc.

Authentic materials are prepared in real situation designed for native speakers and written or recorded in standard language. Authentic material allows the students to hear a much more real act of communication with all the interactional features. If the students

have the opportunity to listen to a range of authentic texts, they will sample many different voices, with varying accents too. They can realize the real ways of expression.

Non-authentic materials, on the other hand, are those which have been written or produced specially for language students for language teaching learning purposes. These texts are produced for teaching a particular language item, such as vocabulary or grammatical pattern etc. they are artificial and are designed for students.

Forman cited in Underwood (1989:98), has made distinction between authentic and non-authentic material as follows: “Any text is authentic if it was produced in response to real life communicative need rather than as an imitation of real life communicative needs. The term can be applied to any sort of text, written or spoken and in relation to any kind of situation of language use. A text purporting to be radio news bulletin is authentic if it really is a radio news bulletin and is not authentic if it was produced.”

The materials which are designed quite structurally and consciously for special purpose of teaching and testing listening can be taken as the non authentic ones.

There are a number of features that distinguish non-authentic materials from the authentic ones. As listed by Underwood (1989:99), some features of non-authentic materials that might appear in terms of certain degree can be the following:

- a. Unnatural rhythm, intonation and pronunciation,
- b. Slow and careful delivery,

- c. Structured, sophisticated use of language,
- d. No background noise,
- e. Artificial stops and starts,
- f. Complete sentences and utterances.

1.2.5 Listening Perception and Listening Comprehension.

Listening perception and listening comprehension are the two aspects of listening skills. The ability to listen well involves the ability to recognize the sounds and combination of sounds and the ability to make sense of these combinations of sounds.

Literally, perception means, “The ability to see, hear and understand”, and linguistic meaning is “The recognition and understanding of events, objects and stimuli through the use of sense.” Listening perception is the perception of information and stimuli received through ears.

Listening comprehension, on the other hand is the power of understanding. It is the process by which a person understands the meaning of written or spoken language. So far as listening comprehension is concerned, it is the analysis of the utterances into segments and identifies the linguistic units.

Listening comprehension is identifying words, building interpretations and utilizing those interpretations. It is the most important and fundamental skill of language learning.

1.2.6 Extensive and Intensive Listening

1.2.6. a. Extensive Listening

It is a kind of listening in which a person might find himself listening to something in a relaxed way not concentrating on every word but for the sheer pleasure of the content of what is being said. An example might be the experience of listening to an interesting or amusing radio programme, which possesses no particular problems of language or difficulty of concepts.

In this way, the same person might find himself in a situation where he has to listen with great attention because he is trying to pick up or remember a series of instructions, as in the case of an employee listening to his boss's orders. Alternatively, the speakers might be using complex or unfamiliar language, as with an undergraduate listening to a lecture on a subject new to him.

In both cases they are not asked to do language work on what they hear but have the satisfaction of an almost complete direct understanding of something worth hearing. These types of listening can be called extensive listening.

1.2.6.b Intensive Listening

This is most widely used form of listening practice in modern classrooms. Here, the students are asked to listen to a passage with the aim of collecting and organizing the information that it contains. The type of passage used is usually a little different from that used for extensive listening. It contains more concrete information which may be quite densely packed, and often is not as easy for the students to understand on first hearing. This is because

the aim is to give the students a challenge, to allow them to develop listening skills or knowledge of language through the effort they make, guided by the exercises or activities related to the passage. For this reason, a passage for intensive listening should be short, not more than a few minutes because they should be played or read several times, straight through or in sections (usually in both ways during a lesson). This is so that the students have that chance to get to grips with the contents and to have several tries at parts that at first hearing they may find difficult. Practically, the passages need to be short in order to be fit within the time limits of a lesson and because of the effort that the students will be expanding in their attempts to make out as much as possible.

1.2.7 What Makes Listening Difficult?

Language learners often feel difficulty when they first attempt to listen to a new language. The difficulty is caused by different background of the students. The students whose first language have similar stress and intonation pattern to Target Language (TL) have less trouble than those whose first language has different stress and intonation pattern.

There are some factors which make the listening difficult. Brown and Yule (1983), suggests four factors which are related with it. They are:

- a. The speaker (how many they are how quickly they speak and what types of accent they have etc)

- b. The listener (the role of the listener, whether a participant or eavesdropper, the level of response required, the individual interest in the subject, etc)
- c. The content (grammar, vocabulary, information structure, back ground knowledge assumed etc)
- d. Support (whether there are pictures, diagrams or other visual aids to support the text etc)

Listening comprehension is difficult mainly due to the following reasons (Underwood 1989: 16-19).

- a. Lack of control over the speed at which speakers speak.
- b. Not being able to get things repeated.
- c. The listener's limited vocabulary
- d. Problems of interpretation.
- e. Inability to concentrate.
- f. Established learning habits
- g. Inherent difficulty of the listening text.

1.3 Literature Review.

A number of studies have been carried out on listening skill particularly on 'Listening comprehension' and 'Listening ability' under the department of English education, T.U.

Awasthi (1995) conducted a listening test to the first year proficiency certificate students of Tribhuvan University to find out the errors committed by the students in listening. Five multiple choice questions were asked to the students. He found that more errors were recorded against the questions requiring slightly inference type of answers rather than that of the mechanically lifted

ones. He also found that the products of boarding school excelled public school products in listening test. He concluded that the sole cause of errors in listening comprehension might be due to lack of practice in it.

Singh (2000) conducted a research on “listening comprehension of Grade Eight Students”. It was a comparative study. He compared the listening proficiency level of the students of public and private schools. His study was exclusively confined to four schools in Kathmandu valley, two of them being public schools and two private schools. He found that the students of private school were far better than that of public schools.

Timilsina (2000) carried out a research on “The effectiveness of recorded materials over conventional techniques in teaching listening comprehension”. He conducted an experimental research upon ninth graders of Jhapa. He used two types of materials: live and recorded. He provided the recorded materials to the experimental group and live materials to the control group. He concluded his research with the finding that the live voice of the teacher was much more effective than the recorded materials.

Aryal (2001) carried out a research entitled, ‘A study on listening proficiency of grade 10 students’ of Gorkha district. He wanted to determine whether the students exhibit better performance in seen text or unseen text. He administered a listening comprehension test using both the texts and found that there was no significant difference in the performance of the students in seen and unseen texts.

Rana (2002) carried out a research on “Listening abilities of the Nepalese learners of English.” He wanted to determine whether the students of different institutes, faculties, levels and linguistic background could recognize and discriminate segmental sound or not. He also wanted to compare the abilities of different levels, faculties and institutes and linguistic background. His study was limited to the students of Kathmandu valley. He found that the listening abilities of the Nepalese learners of English were determined to be 85.95%. The listening abilities of Engineering students was the highest i.e. 87.01%. Similarly, he found that the students having Tibeto-Burman language background had better listening abilities than those of the students having Indo-Aryan Language background. In the context of segmental sound units, the students of all strata have obtained fairly more percentage in the test of recognition than in the test of discrimination.

Neupane (2005) carried research on “Proficiency in listening comprehension of PCL and HSL” students. It was a comparative study. He compared the listening comprehension between the students of proficiency certificate level and higher secondary level. He tried to test and compare the listening comprehension of two levels. He found out that HSL students have higher proficiency in listening comprehension than the students of PCL.

The present study differs from the above mentioned studies in the sense that it concentrates not only on the proficiency of the students but also the problems faced by them while under going listening test regarding classroom management, materials level of difficulties i.e. how far the text is understandable or not to the targeted group of students.

1.4 Objectives of the study

The study had the following objectives:

- a. To find out the listening comprehension of the grade eight students studying in private and public schools at Thimi.
- b. To compare the listening comprehension ability of eight graders in private and public schools at Thimi.
- c. To identify the problems of those groups.
- d. To suggest some recommendations and pedagogical implications on the basis of the findings of the study.

1.5 Significance of the Study.

The study is useful for finding out the proficiency of the students of grade eight in listening. The comparison of listening comprehension ability between the students of private and public schools will equally be useful for the concerned people. This study will significantly be useful to the prospective researchers who wish to undertake researches on different facets of listening comprehension in future. The finding of the study will also be significant to all those who are directly or indirectly involved in teaching and learning English as a second/foreign language especially in the context of Nepal. This study is hoped to provide feedback to language teachers, textbook writers and syllabus designer for revision, improvement and addition of necessary texts in the existing textbooks as well.

CHAPTER –II

2 METHODOLOGY

2.1 Sources of Data

The data for research have been collected from both primary and secondary sources.

2.1.1 Primary Source of Data

The required data for the study were collected from 4 different schools of Thimi Municipality. The researcher gathered required data from 80 students studying in Grade Eight in 4 different schools. He also collected information from the English teachers of those four schools.

2.1.2 Secondary Source of Data.

In addition to the primary sources the researcher used the secondary source of data, i.e. books, theses, articles, reports and journals related to the research work etc. in order to facilitate the study. Besides, the researcher went through the textbook and teacher's guides of lower secondary level.

2.2 Sampling Procedure.

The population of the study consists of 80 students from four schools of Thimi including public and private schools. The ratio was twenty students per school. Random sampling procedure was applied to select the sample of population. The schools selected for the sample were as follows:

- a. Naulo Jyoti English School, Ekudol -13
- b. Adarsha Secondary School, Layaku -12
- c. Nawa Ratna English Secondary School, Duipokhari-11
- d. Shree Janak Siddikali Secondary School, Siddikali Chowk

2.3 Tools for Data Collection

The researcher used test questionnaire consisting of different listening texts to collect data. The texts were listening to a telephone conversation, description of personal reports and information and dialogue etc. The test items to test their listening proficiency were multiple choices, true/ false, completion and short answer questions etc.

The first listening text was taken from our English of grade eight. The students had to listen to information about the crocodiles. After listening to the cassette, they had to do three test items i.e. short answer questions, completion and true/false.

The second text was exactly from sprinter SLC English test book developed by Bhudipuram Prakashan in which students had to listen to telephone conversation. After listening to the conversation they had to tick the best answer, T/F items and give short answer to the given questions.

The third text was also extracted from Sprinter SLC English Text Book in which the students had to give short answers to the questions, T/F items and fill in the blanks with suitable words.

The last text was a dialogue extracted from the tape “communicative English Practice” developed by Vivek Prakashan.

After constructing the test items, a pilot study was carried out especially to determine the time duration. It was administered to the grade eight students of four different schools of Thimi. There were 4 tests administered to each group and the test was conducted at different time. The result obtained from the test showed that there were not any differences in the marks obtained by the students in the set of texts that represent different tapes produced by different private publications and the grade eight text produced by JEMC, SanoThimi. Though the students were studying in grade eight, the results showed that they could easily answer the test items based on grade ten audio texts. (See appendix v)

Besides this, the researcher used questionnaire for students and teachers to collect their views on the concerned area, especially about the problems the student face while teaching and testing the listening skill. The questions for the teachers aimed at bringing the information related to problems in teaching listening skill and the existing situations and on the other hand, the questions for the students aimed at bringing the information related to the problems in learning listening skill and the existing situations of their classrooms.

2.4 Process of Data Collection

After moderating the test and preparing questions the researcher visited the schools selected for the study at Thimi at different times. He then explained the main objectives of his visit to the concerned people and asked the authority for permission to

administer the test. After getting permission, the researcher selected the first 20 students from the class register. Then he took those students into separate rooms to conduct the test. Then the researcher gave them necessary instructions on what they were supposed to do. After distributing the test items, the students were asked to go through the questions once before playing the cassette. After that the researcher requested them to listen to the cassette carefully. After listening to the text for the first time, they were asked to do the given tasks. Again he played the cassette and asked them to complete the other tasks. Likewise, the researcher conducted test for other three remaining texts. The cassette was played 3 times for each text. The researcher himself played the role of invigilator during the test.

2.5 Limitations of the Study.

The basic limitations of the study were as follows:

- a. The study was limited to grade eight students only.
- b. The study was limited to the results obtained from the students of 4 schools at Thimi only.
- c. Only 80 students from public as well as from private schools have been taken as sample population.
- d. Only the listening comprehension ability is tested. The respondents were not penalized for their grammatical and punctuation mistakes while writing answers to the test item.

2.6 Definitions of Specific Terms.

Listening: - The ability to recognize and understand a particular sentence related to what has been said and its function in communication.

Skill: - the ability or knowledge to do something well. Here skills mean four language skills viz. listening, speaking, reading and writing.

Listening comprehension:- The process involved in understanding the meaning of spoken language.

Language proficiency: - The degree of skill with which a person can use a language.

Teaching listening material: - Those materials which are especially used for teaching listening skill for e.g. tape recorder etc.

Live materials: - the actual voice of the teacher during the period of teaching language skill.

Recorded materials: - those materials that have been recorded into a cassette from speech of the people for teaching listening are known as recorded materials.

Mean (\bar{X}):- the arithmetic average of a set of scores.

Standard deviation:- the commonest measure of the Dispersion of a Distribution, that is, of the degree to which scores vary from the mean.

CHAPTER-III

3 ANALYSIS, INTERPRETATION AND PRESENTATION

This chapter is core of this research report which consists of all the main aspects of the research study. To be more specific, analysis and interpretation of data is done in this chapter.

Data were collected with the help of a test. It contained four different texts having equal full marks to measure the proficiency of the subjects under study in listening comprehension. The students had to listen to those recorded texts and do the activities given. The test items were related to telephone conversation, description of people, reports and information and a dialogue.

After collecting the data, the answer sheets were checked and the marks were assigned to them. Then the marks obtained by the students were presented. It is impossible to find all the students having equal listening proficiency. Therefore, in the selected schools, the students did not have equal proficiency in listening. Some of them were above average, some of them were average and some of them were below average. In totality, average (mean) is taken to show the listening proficiency of the targeted group.

The average mark (mean) is calculated by using the formula:

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

Where, \bar{X} = mean

F = Frequency of occurrence.

\sum = sum of

X= score in a distribution

N = Number of scorer.

The students' proficiency in listening comprehension was analyzed and compared on the basis of the marks they obtained.

The level of their listening comprehension have been analyzed and compared in the following tables.

3.1 Holistic Comparison of Listening Proficiency between Private and Public Schools' Students.

This section deals with the holistic comparison of the proficiency in listening comprehension between the students of private and public schools studying in grade eight.

Table No: 1

S.No.	Compared Groups	N	Mean	Percent	S.D.
1	Private Schools	40	23.40	73.1	2.80
2	Public Schools	40	17.1	53.35	2.98

The table given above shows the holistic comparison of the listening proficiency between the students of private and public schools studying in grade eight. It is found that the students of private school have obtained 23.40 average marks out of 32 full marks whereas the students of public schools have obtained 17.1 average marks out of 32 full marks. In the same way, the total proficiency in listening comprehension of the students of private and public schools are found to be 73.1% and 53.35% respectively. The distinction in their average marks is 6.30 i.e. 19.75%. So, the

researcher concluded that the students of private schools are more proficient than the students of public schools.

3.2 Proficiency in Listening Comprehension of the Students of all the Four Schools Studying in Grade Eight is Shown Separately in Pie-Chart.

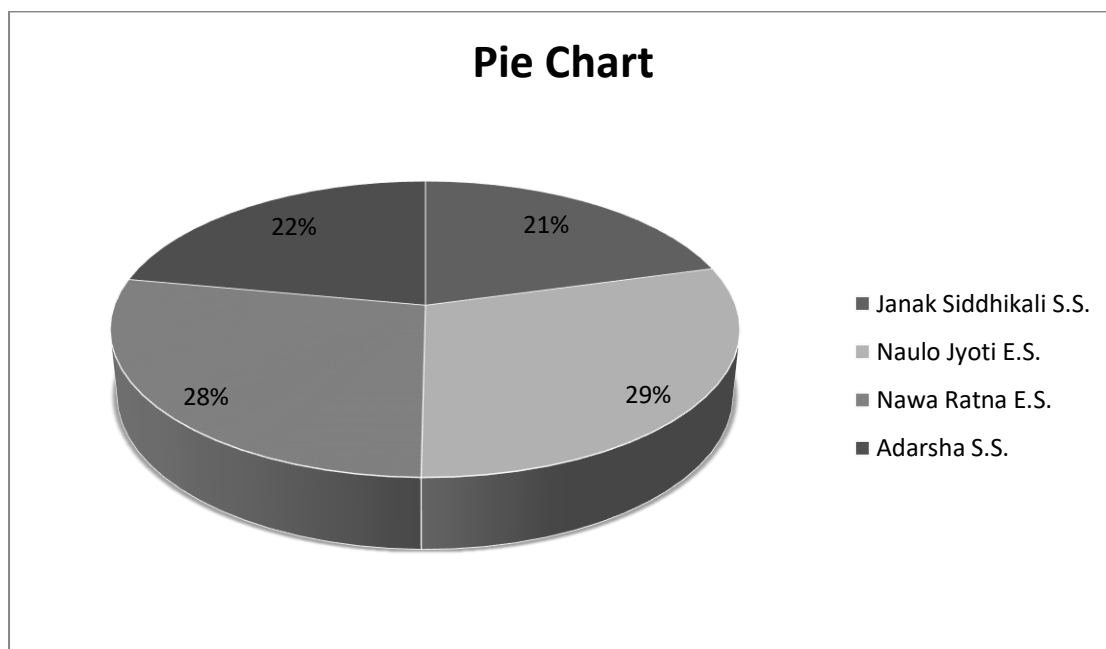


Figure No. 1

From the above chart, it is obvious that the proficiency of Naulo Jyoti English School is found to be 29% which is the highest among all. In the same way, the proficiency of Shree Janak Siddhikali Secondary School is found to be the lowest i.e. 21%. The remaining schools Nawa Ratna Secondary School and Adarsha Secondary School have 28% and 22% proficiency respectively

3.3 Multiple Bar Diagram of the Proficiency in Listening

Comprehension of the Students of Private and Public Schools

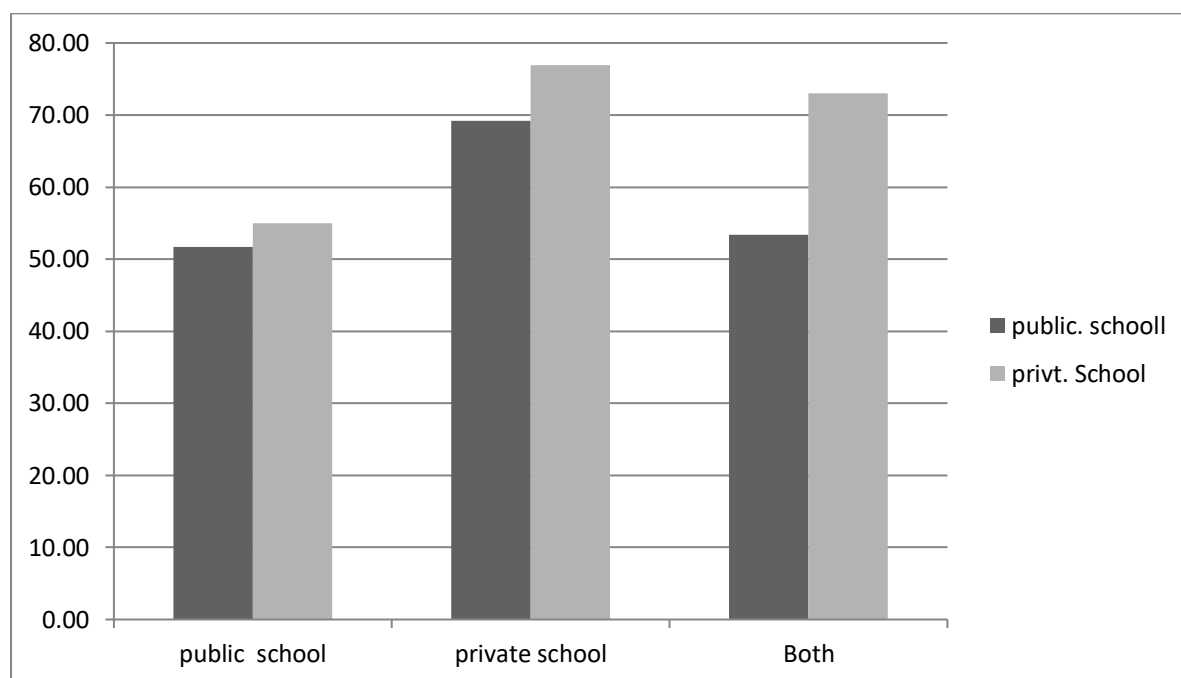


Figure No. 2

The multiple bar diagram given above shows the holistic comparison of listening proficiency between the students of public and private schools. It is found that the students of private schools have the highest proficiency in listening comprehension i.e. 76.9% whereas the students of public schools are found to have the least proficiency i.e. 51.71%. In the same way, the average proficiency of private schools was found to be 73.05% and the average proficiency of public schools was found to be 53.35%.

Though the common belief is that the students of private schools are better than the students of public schools, my research

also shows that the students of private schools are better than the students of public schools in case of their proficiency in listening.

3.4 Proficiency in Listening Comprehension of the Students of

Private and Public Schools.

This section deals with the proficiency in listening comprehension of both private and public school's students. The following tables 1 and 2 show the listening proficiency of the students of private and public school respectively.

3.4.1 Proficiency in Listening Comprehension of the Students of

Private School.

The table presented below i.e. (table no.1) shows the listening proficiency of the students of two private schools.

Table No: 2

S.N.	Schools	N	Mean	Percent	S D
1.	Naulo Jyoti English. School	20	24.65	76.9	2.92
2	Nawa Ratna English. Sec. School	20	22.15	69.21	2.67

The above table presents the proficiency in listening comprehension of the students of private schools studying in grade eight in two different schools. The students of Naulo Jyoti English School seem to have 76.9 percent proficiency whereas the proficiency of the students of Nawa Ratna English Secondary School is found to be 69.21 percent. The students of Naulo Jyoti English School have scored 24.65 marks out of 32 full marks. Similarly, the students of Nawa Ratna English Secondary School

have scored 22.15 marks out of 32 marks. Their average marks difference is 2.5 i.e. 7.69 percent.

As a whole, the average mark of the students of both schools is 23.4 i.e. 73.05 percent of the marks in the test.

This shows that the students of Naulo Jyoti English School have exceeded the students of Nawa Ratna English School. It can, therefore, be said that the students of Naulo Jyoti English School have higher listening comprehensibility than the students of Nawa Ratna English School.

3.4.2 Proficiency in Listening Comprehension of the Students of Public School.

The table no. 2 shows listening proficiency of the students of two public schools.

Table no: 3

Proficiency in Listening Comprehension of the students of public School

S.N.	Schools	N	Mean	Percent	S.D.
1.	Shree Janak Siddikali Secondary School	20	16.55	51.71	3.057
2.	Adarsha Secondary School	20	17.6	55.00	2.90

The above table presents the proficiency in listening comprehension of all students of public schools studying in grade eight in two different schools. The students of Adarsha Secondary School seem to have 55 percent proficiency; whereas the proficiency of the students of Shree Janak Siddikali Secondary School is found to be 51.71 percent. The students of Adarsha Secondary School have scored 17.6 marks out of 32 full marks.

Similarly, the students of Shree Janak Siddikali Secondary School have scored 16.55 marks out of 32 full marks. Their average marks difference is 1.05 i.e. 3.29 percent.

As a whole, the average mark of the students of both schools is 17.07 i.e. 53.35 percent of the marks in the test.

The above table shows that the students of Adarsha Secondary School have exceeded the students of Shree Janak Siddhikali Secondary School. It can, therefore, be said that the students of Adarsha Secondary School have higher listening comprehensibility than the students of Shree Janak Siddhikali Secondary School.

3.5 Bar Diagram of the Total Proficiency in Listening

Comprehension of Private and Public School Students.

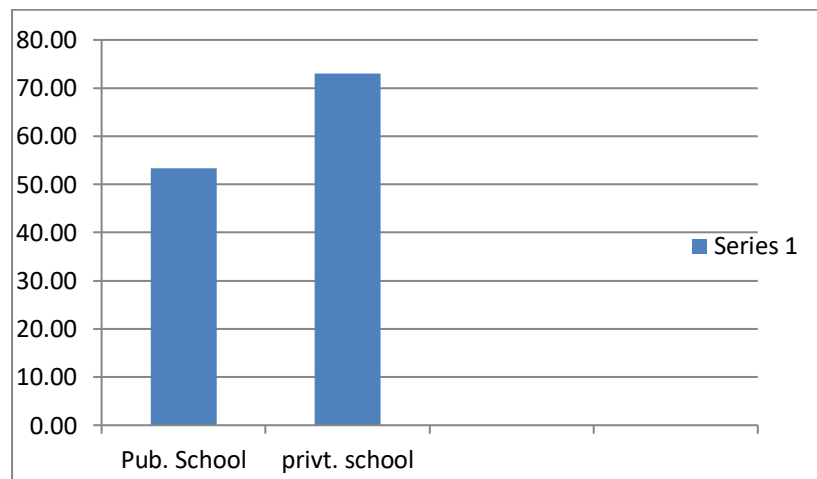


Figure No. 3

The above bar diagram presents the overall proficiency in listening comprehension of the students of private and public schools. The proficiency of the students of private schools is found

to be 73.05% and the proficiency of the students of public schools is found to be 53.35%.

This shows that the students of private schools have higher proficiency than the students of public schools. Therefore, it can be said that the reason behind good proficiency on the part of the students of private schools is due to listening practice and English speaking environment. In the same way, the reason behind the low proficiency of the students of public schools is due to lack of listening practice and lack of English speaking environment.

3.6 Analysis and Interpretation of Difficulty Level of Four Sets of Questions.

On the basis of the answer collected from the students of eight grade in both public and private schools, the difficulty level of the sets of questions have been shown in the table below.

Table no: 4

Set of questions	Set A	Set B	Set C	Set D
Mean of the mean obtained scores	4.07	5.49	5.56	4.76

The table shows the comparison of difficulty level of four of questions used for finding proficiency in listening comprehension of the eight grade students of four different schools. Depending upon the mean of the mean scores obtained by the students for each set. Set 'C' has been found the easiest and set 'A' the most difficult.

Despite this, set A and set D and set B and set C are seen more or less similar in terms of their difficulty level. That is to say,

set A and set D have not been found accessible as set B and set C as they obtained 4.41 (mean of set A and set D) out of 8 full marks. But set B and C have been found more accessible and suitable to the level of the students as they obtained 5.52 (means of set B and set C) score out of the same total.

3.7 Analysis and Explanation of the Identified Problems from the Questionnaires

3.7.1 Analysis and explanation of the identified problems from the questionnaires: summary of the teachers' responses.

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

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

a) Language skills:

The teachers were asked whether all the language skills were equally important or not in the first question. In response to the questions, some of the teachers answered positively stating that all the four language skills were equally important for the completeness of the

language and the other language skills are affected if there lacks one language skill. But some of the teachers were found to give preference to writing and speaking only. They were not found to conduct listening timely. So, this hindered the students' proficiency.

b) Time allotment:

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

c) Types of materials:

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

d) Material related problems

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

e) Students related problems

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

f) Use of teacher's guide to teach listening skill

The teachers, who were asked whether they used teachers' guide to teach listening skill or not, answered that they used teachers' guide very often. But the performance shown by the students was not satisfactory though the teachers had followed the activities asked for in the books. This proves that the teachers neither used teachers' guide nor they made the students practice with listening regularly.

g) Use of target language in the class

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

h) Administering listening test to the students

Majority of the teachers were not found to administer listening test to the students. As there was not the provision of marks allocation for listening in grade eight, the teachers were not serious to administer listening test.

i) Suggestions for making teaching listening effective and easier

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

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

3.7.2 Analysis and Explanation of the Identified Problems from Questionnaire: Summary of the students' responses

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

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

- a) Time allotment

The tape recorders were found to be used in different times by the different teachers in different schools according to the students' answer. Some of the teachers were found to use the tape recorder sometimes only and some of the teachers were found to use them very rarely. Some teachers were found to use tape recorder once a week and some were

found to use it once in fortnight. From the answers given by the students, the researcher found out that the teachers were not found to make the students practice listening regularly. This was the reason behind the poor listening proficiency of the students.

b) Source of news for listening

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

c) Listening practice at home

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

d) Medium of teaching other subjects

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

e) Material availability

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

f) Provision of listening test

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

CHAPTER-IV

4. FINDING AND RECOMMENDATIONS

4.1 Findings.

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

1. The average proficiency in listening comprehension of the students of private and public schools have been found 73.05 and 53.35 percent respectively. The listening proficiency of the students belonging to different schools are as follows:

S.N.	Name of Schools	Listening proficiency in %
1.	Shree Janak Siddikali sec. School	51.71
2.	Naulo Joyti English School	76.9
3.	Nawa Ratna English School	69.21
4.	Adarsha Secondary School	55

2. In holistic comparison, the students of the private schools are found to be more proficient than their public school counter parts. The students of private schools are ahead by 19.71% than the students of public schools.

3. Teaching materials play a vital role in language teaching and learning. Regarding the condition of listening materials in those selected schools, it was found that 3 of the four schools did not have cassettes. One school did not have both cassette and cassette player. One school did not have electricity in the class where I intended to have listening test. The reasons of being so were:
 - a. The negligence of the school administration.
 - b. Lack of practical emphasis on teaching the listening skill and,
 - c. Lack of teachers' focus on it.
4. Examination plays a very important motivating role for the students to learn the language. Regarding the status of asking listening test in the terminal examination, 75% of schools were found not taking the listening test.
5. Although listening skill is the most important skill for the language learners, it has been found that the teachers have not spent much time for the students' practice in it. They have spent one period a week or fifteen days. Otherwise, they make the students listen the text sometimes only.
6. From the observation of the classroom of different schools, the researcher found that in two of the schools the classrooms were not well managed. They lacked electricity and the benches were laid in improper way.
7. Students were not able to solve the problems properly after listening to the test. The reasons behind these are:
 - i) Poor listening proficiency of the students mainly in the government aided schools.

- ii. Less motivation towards listening etc.

4.2 Recommendations.

On the basis of the findings obtained from the analysis of the data some recommendation are made as follows.

1. It is found that the listening texts are not properly followed though they are presented in the course because this skill is not included in the evaluation scheme, except in SLC. So it should be included in the evaluation scheme by allocating some marks. This will help to improve the proficiency in listening comprehension of the students.
2. Every school must have at least the required basic listening materials such as cassettes, tape recorders etc.
3. It is said that language can not be learnt unless it is used. Therefore, the medium of instructions should be in English for teaching and learning the English language.
4. Listening test should be taken to the students in their terminal as well as in the final exams.
5. The school administration and the community should manage at least the minimum requirement of physical facilities for teaching purpose.
6. Cassettes should be produced by highly expert professionals.
7. Different trainings, seminars etc should be conducted to train the language teacher.

8. In addition to the listening exercises included in the course, some additional tasks such as listen and make notes, listen and pass the information, listen and discriminate etc should be given.

9. We can not neglect the role of exposure to improve the language skill i.e. “the more the exposure, the better the learning”, the same applies in case of listening skill too. In other word, the more the listening exposure the better the learning. So, the teachers should create such environment in which the students get more listening exposure.

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APPENDICES

APPENDIX-I

Nava Ratna English Secondary School.

S.N.	Name of Student	Set A	Set B	Set C	Set D	Total
1	Anjana Shretha	6.5	5.5	5	6	23
2	Anu Shrestha	6.5	7	7	5	25.5
3	Babita Lama	3.5	4	6	6	19.5
4	Dinesh Prajapati	4.5	6.5	6	6	23
5	Gopi Prajapati	5	4	5	4	18
6	Jeshan Shrestha	5	7	6	5	23
7	Kabita Shrestha	7	6.5	6	6	25.5
8	Nabina Prajapati	5.5	5	6	6	22.5
9	Palistha Prajapati	4	6	5	6	21
10	Prabin Shrestha	5	7	7	4	23
11	Pramod Shrestha	4	4	6	4	18
12	Rajesh Shrestha	5.5	5.5	7	5	23
13	Rujan Shrestha	5	5	7	6	23
14	Sabin Shrestha	2.5	6	5	5	18.5
15	Sanisha Shrestha	5.5	5.5	6	6	23
16	Saru Shrestha	6.5	5.5	6	6	24
17	Srijana Sinkemana	7	6	6	6	25
18	Udhav Shrestha	5	6	5	4	20
19	Usha shrestha	7	5.5	7	6	25.5
20	Yogesh Shrestha	4.5	4	5	3	16.5
		105	111.5	119	105	440.5

APPENDIX-II

Naulo Joyti English School

S.N.	Name of Student	Set A	Set B	Set C	Set D	Total
1	Anita Tako	6	8	6	6	26
2	Beenu Shrestha	4	4.5	7	4	19.5
3	Bikesh Manadhar	6	7.5	8	7	28.5
4	Kiran Shrestha	4	4.5	5	5	18.5
5	Krishna Koju	6.5	8	5	7	26.5
6	Lalit Manandhar	5.5	6.5	7	6	25
7	Milan shrestha	4	5.5	5	6	20.5
8	Nilu Shrestha	6.5	7	7	6	26.5
9	Pradeep Ghimire	5.5	6.5	8	6	26
10	Pratima Lama	6	8	7	7	28
11	Purna Krishana shrestha	6	5.5	5	4	20.5
12	Rabita Manadhar	7	7.5	7	7	28.5
13	Ramita Mahapoo	6	7	4	6	23
14	Rajkumar Shrestha	6.5	6	8	7	27.5
15	Sabina Manadhar	6.5	6.5	6	5	24
16	Sajana shrestha	5.5	4.5	6	6	22
17	Samita Joshi	6	7	6	4	23
18	Sanam Shrestha	5	6.5	7	6	24.5
19	Sangeeta Shrestha	7	5.5	6	6	24.5
20	Sushan Shrestha	5	4.5	7	7	23.5
		114.5	126.5	127	118	486

APPENDIX-III

Shree Janak Siddikali Secondary School

S.N.	Name of Student	Set A	Set B	Set C	Set D	Total
1	Balkimari Chaudari	3	6.5	2	4	15.5
2	Bhanu Bhakta karki	2.5	6.5	5	4	18
3	Bikash Karki	2.5	5	5	5	17.5
4	Genesh Thapa	2	4	3	2.5	11.5
5	Gopal Tamnang	2.5	3	5	1	11.5
6	Gopal thing Tamang	5.5	5.5	7	5	23
7	Kanchan Gurung	4	7	6	6	23
8	Krishna Ram shrestha	3	4	3	3	13
9	Lal Kumari Moktan	1.5	6.5	5	3	16
10	Mangal Maya Prajapati	4.5	5	5	6	20.5
11	Primila Ramtel	2	6	4.5	4	16.5
12	Rajesh Prajapati	3.5	4	5	4	16.5
13	Ramila magar	3.5	6.5	5	4	19
14	Rita Shrestha	2	5.5	5	2.5	15
15	Sangita Neupane	2.5	5	4	3	14.5
16	Sontosh Rai	1.5	4	5	3	13.5
17	Sarioj Magar	3	3	5	3	14
18	Shyam Thapa	3.5	5.5	4	4	17
19	Sita Ram khadka	3.5	3.5	5	3	15
20	Sumitra Ranjitkar	1	6.5	5	2	14.5
		57	102.5	93.5	72	325

APPENDIX-IV

Adarsha Secondary School

S.N.	Name of Student	Set A	Set B	Set C	Set D	Total
1	Bibek Prajapati	3.5	5	7	6	21.5
2	Binu Prajapati	2	5	6	3.5	16.5
3	Chandika Prajapati	1	5.5	7	2.5	16
4	Deepa Shrestha	0.5	4.5	4	1	10
5	Dipa Shrestha	1	5	6	5	17
6	Dikash Shrestha	3.5	5	6	4	18.5
7	Jetendra Prajapati	5.5	5.5	7	5	23
8	Manish Prajapati	4.5	5	4	4	17.5
9	manjali Prajapati	2.5	5.5	3	3	14
10	Pukar Prajapati	1	4	6	4	15
11	Rabina Prajapati	1.5	4	5	4	14.5
12	Rachana Prajapati	1.5	4.5	7	5	18
13	Reena Shrestha	0.5	5.5	5	4	15
14	Sagar kapali	2.5	5.5	4	5	17
15	Sajin Shrestha	4.5	5	5	4	18.5
16	Samana Prajapati	3.5	4	6	5	18.5
17	Sangita Kayastha	3.5	4	6	5	18.5
18	Sonu Shrestha	2	2.5	7	6	17.5
19	Sumita Manadhar	2	5	6	6	19
20	Sunil Shrestha	6	5.5	4	5	20.5
		52.5	95.5	111	87	346

APPENDIX-V

Listening script-1

Good morning everyone. Today's programme is about living monsters. They can eat a man but care gently for their babies. They are crocodilians. Crocodiles, alligators, Gharial and caimans are all crocodilians. When a crocodile's mouth is closed, you can see the fourth tooth on both sides. You can't see the alligator's teeth. The caiman is like an alligator but its snout is shorter and broader. The Gharial has the longest snout. It is very long and thin and you can see its thin teeth. It moves its head sideways very quickly to catch fish, crocodiles and alligators. Cat large animals as well, like deer and zebras. There are 14 kinds of crocodiles living in Africa, Australia and Asia. There are five kinds of caimans in South America. They eat smaller creatures like lizards. There are two kinds of alligators- the North American alligators and the smaller Chinese alligator. These are nearly extinct- only a few hundred pairs are still living. There is only one kind of Gharial left now. It lives in India and Nepal, where the government's action has saved them from being lost for ever. They are one of the largest crocodilians, usually reaching 3.5 to 4.5 meters, but the record is 6.5 meters long. Would it fit into your classroom?

All crocodilians lay eggs and guard them carefully as jackals and lizards steal them. After about three months the eggs hatch and their mother carries the babies in her mouth and puts them in the water so they can learn to swim.

Crocodiles often lie with their mouth open. They seem to be smiling but they have many blood vessels in their mouths, and these absorb the sun's warmth and give the crocodiles energy. As they are reptiles, their blood is not warm like ours. They are cold

blooded. They eat stones to make themselves heavier. Crocodiles were living at the same time as the dinosaurs.

All crocodilians float in water with only their eyes and nose showing. They can shut their throat, noses and ears to stop water getting in and they can see underwater as they have a third transparent eye- lid. Well, we hope you found that interesting. Be careful, a large crocodile or alligator can kill a person or severely injure him.

Listening script-2

A

My name is Rameshwor. I'm from Balrampur which is a small town in western Nepal. I study in Grade 10 with my friends. I'm 5'9" and friends call me Lambu. I prefer playing volleyball to doing home works. I've two brothers and one sister.

B

I'm Amar, the second son of my parents. My village, Prakashpur lies 10k.m. North from the Koshi Barrage. I'm not very tall, only 5'2". I like to roam in the jungle. Koshi Tappu is right at our door, you know. I and my 2 brothers go there everyday. Want to see Koshi Tappu? Come and I'll give you a free lodging.

C

I'm from Palpa, a town in the western hilly region. It's not a big town but a very beautiful one. I'm the only child of my parents. I'm in Grade 10 and go to school with my friends. My friends call me Sani because I'm only 4'11". I like to play Karate.

D

My name is Rupa and I'm the second among my 2 brothers and 1 sister. I live in Janakpur. You know Janakpur, don't you? It's famous for its Ram Janaki temple. Everyday I go there to worship goddess Janaki. I like drawing. I'm tall girl- 5'4", the tallest in my class.

Listening script -3

Receptionist: Good morning, Health care clinic. Hold the line, please.

(Music) sorry to keep you waiting. Can I help you?

Manish: Yes, I'm wondering if I can make a doctor's appointment sometime today?

Receptionist: Yes, certainly. With Dr. Bhansary?

Manish : Yes, please.

Receptionist: When would like the appointment?

Manish : Um, what about mid- afternoon? Would that be all right?

Receptionist: I'm afraid not. Doctor only starts his clinic at four o'clock.

Manish : Four o'clock... Okay, well, could we make it for 4.30, please.

Receptionist: yes, certainly. What's the name, please?

Manish : The name I is manish, M-A-N-I-S-H.

Receptionist : Okay, we'll see you then.

Manish : Um, I haven't been there before.

Receptionist : That's okay. I'll take all your details when come in then.

Manish : Thanks, bye.

Receptionist : You're welcome.

Listening Script-4

A: Here is the menu Mr. Clarke?

B: Thank You. Good flavour. All in Greek.

A: Yes, I am afraid sir. Would you like me to recommend something?

B: That would be very nice, thank you.

A: Well, let's see. There is dolomite that is vine leaves stuffed with spiced meat.

B: That sounds nice.

A: By the way before I forget, I would like to invite you to dinner at my home this evening if you are free.

B: That would be delightful, thank you very much.

A: Can I get you drink?

B: That would be nice but only a soft drink, please.

A: Now, we have finished. Would you like me to get you a taxi?

B: Yes please, if it is no bother.

A: Not at all. And please don't forget the dinner at my home this evening.

APPENDIX-VI

Marks obtained by the informants from different schools.

1. Janak Siddhikali Secondary School

S.N.	M. O. (x)	F	Fx
1	12	2	24
2	13	1	13
3	14	1	14
4	15	5	75
5	16	2	32
6	17	3	51
7	18	2	36
8	19	1	19
9	21	1	21
10	23	2	46
Total		N=20	$\Sigma fx=331$

Here,

$$\Sigma fx = 331$$

$$N = 20$$

Now,

$$\bar{x} = \frac{\Sigma fx}{N} = \frac{331}{20} = 16.55\%$$

Again,

$$\text{Average proficiency in percent} = \frac{16.55}{32} \times 100$$

$$= \frac{413.75}{8} \% =$$

51.71%

2. Naulo Jyoti English School

S. N.	M.O. (x)	F	FX.
1	19	1	19
2	20	1	20
3	21	2	42
4	22	1	22
5	23	2	46
6	24	2	48
7	25	2	50
8	26	3	78
9	27	2	54
10	28	2	56
11	29	2	58
	TOTAL	N=20	$\Sigma fx = 493$

Here,

$$\Sigma fx = 493$$

$$N = 20$$

Now,

$$\bar{x} = \frac{\Sigma fx}{N} = \frac{493}{20}$$

$$= 24.65\%$$

$$\text{Average proficiency in percent} = \frac{24.65}{32} \times 100$$

$$= 76.9$$

3. Nava Ratna English School

S. N.	M. O. (X)	F	FX,
1	17	1	17
2	18	2	36
3	19	1	19
4	20	2	40
5	21	1	21
6	22	1	22
7	23	7	161
8	24	1	24
9	25	1	25
10	26	3	78
	TOTAL	N=20	$\Sigma fx = 443$

Here,

$$N = 20$$

$$\Sigma fx = 443$$

Now,

$$\bar{x} = \frac{\Sigma fx}{N} = \frac{443}{20}$$

$$= 22.13 \%$$

$$\text{Average proficiency on percent} = \frac{22.15}{32} \times 100$$

$$= 69.21\%$$

4. Adarsha Secondary School

S.N.	M.O.	F	FX
1	10	1	10
2	14	1	14
3	15	3	45
4	16	1	16
5	17	3	51
6	18	3	54
7	19	4	76
8	20	1	20
9	21	1	21
10	22	1	22
11	23	1	23
		N= 20	$\Sigma fx = 352$

Here,

$$N = 20$$

$$\Sigma fx = 352$$

Now,

$$\bar{x} = \frac{\Sigma fx}{n} = \frac{352}{20}$$

$$= 17.6\%$$

$$\text{Average proficiency in percent} = \frac{17.6}{32} \times 100$$

$$= 55 \%$$

APPENDIX-VII

1. Standard deviation of Janak Siddikali Secondary School

S.N.	M.O. (X)	f	d=x-17	fd	fd ²
1	12	2	-5	-10	50
2	13	1	-4	-4	16
3	14	1	-3	-3	9
4	15	5	-2	-10	20
5	16	2	-1	-2	2
6	17	3	0	0	0
7	18	2	1	2	2
8	19	1	2	2	4
9	21	1	4	4	16
10	23	2	6	12	72
		N=20		∑fd= -9	∑fd ² =191

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= \sqrt{\frac{191}{20} - \left(\frac{-9}{20}\right)^2}$$

$$= \sqrt{9.55 - \frac{81}{400}}$$

$$= \sqrt{9.55 - 0.20}$$

$$= \sqrt{9.35}$$

$$= 3.057$$

2. Standard deviation of Adarsha Secondary School

S.N.	M.O. (X)	f	d=x-18	fd	fd ²
1	10	1	-8	-8	64
2	14	1	-4	-4	16
3	15	3	-3	-9	27
4	16	1	-2	-2	4
5	17	3	-1	-3	3
6	18	3	0	0	0
7	19	4	1	4	4
8	20	1	2	2	4
9	21	1	3	3	9
10	22	1	4	4	16
11	23	1	5	5	25
		N=20		Σfd= -8	Σfd ² =172

$$\sigma = \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$$

$$= \sqrt{\frac{172}{20} - \left(\frac{-8}{20}\right)^2}$$

$$= \sqrt{8.6 - \frac{64}{400}}$$

$$= \sqrt{8.6 - 0.16}$$

$$= \sqrt{8.44}$$

$$= 2.90$$

3. Standard deviation of Nawa Ratna English Secondary School

S.N.	M.O. (X)	f	d=x-21	fd	fd ²
1	17	1	-4	-4	16
2	18	2	-3	-6	18
3	19	1	-2	-2	4
4	20	2	-1	-2	2
5	21	1	0	0	0
6	22	1	1	1	1
7	23	7	2	14	28
8	24	1	3	3	9
9	25	1	4	4	16
10	26	3	5	15	75
		N=20		Σfd= 23	Σfd ² =169

$$\sigma = \sqrt{\frac{\Sigma fd^2}{N} - \left(\frac{\Sigma fd}{N}\right)^2}$$

$$= \sqrt{\frac{169}{20} - \left(\frac{23}{20}\right)^2}$$

$$= \sqrt{8.45 - \frac{529}{400}}$$

$$= \sqrt{8.45 - 1.32}$$

$$= \sqrt{7.13}$$

$$= 2.67$$

4. Standard deviation of Naulo Jyoti English School

S.N.	M.O. (X)	f	d=x-24	fd	fd ²
1	19	1	-5	-5	25
2	20	1	-4	-4	16
3	21	2	-3	-6	18
4	22	1	-2	-2	4
5	23	2	-1	-2	2
6	24	2	0	0	0
7	25	2	1	2	2
8	26	3	2	6	12
9	27	2	3	6	18
10	28	2	4	8	32
11	29	2	5	10	50
		N=20		∑fd= 13	∑fd ² =179

$$\sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= \sqrt{\frac{179}{20} - \left(\frac{13}{20}\right)^2}$$

$$= \sqrt{8.95 - \frac{169}{400}}$$

$$= \sqrt{8.95 - 0.42}$$

$$= \sqrt{8.53}$$

$$= 2.92$$