

A RESEARCH PROPOSAL
ON
USE OF LISTENING STRATEGIES IN CONTEXT AND
CO-TEXT

Submitted to:

The Department of English Education
Faculty of Education, Surkhet Campus (Education)
Birendranagar, Surkhet

In Partial Fulfillment for the Master of Education in English

By:

Sagar Bhattarai

M. Ed. Second Year

Exam Roll No.: 570237(2067)

Campus Roll No.: 68/2065-2066

T.U. Registration No.: 11823-95

2011

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Date of Approval of the

Thesis Proposal: 2068/04/13

Date of Submission of

Thesis: 2068/07/13

DECLARATION

I hereby declare to the best of my knowledge that this thesis entitled **Use of Listening Strategies in Context and Co-text** is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/07/07

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Sagar Bhattarai** has prepared this thesis entitled **Use of Listening Strategies in Context and Co-text** under my guidance and supervision.

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DEDICATION

Dedicated

To

My Parents and Son Alish

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ABSTRACT

This thesis entitled **Use of Listening Strategies in Context and Co-text** is an attempt to find out the types of listening strategies and compare the listening strategies used by the secondary level English teachers and students. The researcher selected six public schools and four private schools from Surkhet district to collect data. For this study, the researcher selected one hundred students and ten teachers and ten classes were observed to collect the data. The researcher used a set of questions in order to collect the required information from the selected students and teachers which were expected to meet the objectives of the study. The collected data from the informants were analyzed and interpreted to find out the listening strategies and compare the listening strategies used by the teachers and students using tables and simple statistical tools. It was found that they used different fifty listening strategies while teaching and learning English. The most frequent listening strategy was asked for both the teachers and students being related to context and co-text.

This thesis is divided into four chapters. Each chapter, in turn, is divided into sub-chapters. The first chapter introduces the study in terms of general background, review of the related literature, objectives of the study and significance of the study. The second chapter deals with the methodology adopted during the study. This chapter consists of sources of data, the sample population and sampling procedure, tools for data collection, process of data collection and limitation of the study. The third chapter deals with analysis and interpretation of data. In this chapter, data are analyzed and interpreted through statistical and descriptive approach. The fourth chapter presents findings which are derived from the analysis and interpretation of data. Finally, some recommendations are made on the basis of the findings of the study. The references and appendices are the concluding part of the research.

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LIST OF ABBREVIATIONS AND SYMBOLS

A.	: Agree
D.	: Disagree
ed.	: Edition
e.g.	: For Example
esp.	: Especially
ELT	: English Language Teaching
etc.	: et cetera (and other similar things)
fig.	: Figure
i.e.	: that is
M.Ed.	: Masters in Education
Mr.	: Master
Mrs.	: Mistress
NELTA	: Nepal English Language Teachers' Association
p.	: Page
%	: Percentage
S.A.	: Strongly Agree
S.D.	: Strongly Disagree
SLC	: School Leaving Certificate
S.N.	: Serial Number
TOEFL	: Test of English as a Foreign Language
T.U.	: Tribhuvan University
U.	: Unsure
UN	: United Nation
Viz.	: namely