CHAPTER : ONE
INTRODUCTION

1.1 General Background

Language is the most widely used means of communication through which we express our ideas, emotions, feelings, thoughts, desires, experiences and so. Language, therefore, is at the centre of human life through which one receives the clear picture of the whole world. Language is the system of human communication which consists of the structured arrangement of sounds into larger units e.g. morphemes, words, sentences.

According to Harmer (2001), "A language is a system of arbitrary vocal symbols by means of which a social group co-operates"(p. 5).

According to Wardhaugh (1972), "Language is a system of arbitrary vocal symbols used for human communication"(p. 3). It is also used for various purposes such as academic, official, social, personal and so on and the absence of which, no artistic, academic and social activities can be thought of.

Sthapit (2002), "Language is a voluntary vocal system of human communication" (p. 5).

Hornby (2000), defines language as "The use by human of a system of sounds and words to communicate" (p. 72).

"A language is considered to be a system of communicating with each other people using sounds, symbols and words in expressing a meaning idea or thought." (Retrieved from http:www.unixl.com/dir/education/languages).

Crystal (1992), "Language is the most frequently used and highly developed form of human communication" (p. 39).

A living language is simply one, which is in wide use by specific group of living people. The exact number of known living languages will vary from 5,000 to 10,000 depending on the precision of one's definition of 'language' and in particularly according to how one treats dialects (Retrieved from http://en. wikipedia.org/language).

Language is unique and global asset possessed by human races. It is a system of arbitrary vocal symbols, system of communication and highly developed form used for communication. It is used for various purposes such as academic, official, social, personal and so on. Similarly, language is simply one, which is in wide use by specific group of living people. There are many languages in the world. Among them, English is the most widely used language. Although it is not the language with the largest number of native speaker, it has become the international language. It is the only language for international communication. It is the language of international communication, international politics, commerce, media, education, technology and diplomacy. It is also one of the six official languages of the UN. More than 50% of the world's newspapers are published in English and it is the language of science and technology. More than half of the scientific and technical periodicals or radio stations use English as the medium of communication.

Language has 4 different but interrelated skills; namely listening, speaking, reading and writing. Listening is the first and most important skill of all. Unless someone becomes a good listener, he/she can not be a good speaker. Similar is the case to reading and writing too. In this case, listening strategies are the most important factors both in context and co-text.

1.1.1 Language Skills

Language is universally accepted as the amalgamation of four different but inter-related skills; namely listening, speaking, reading and writing. To say the

same proposition in another way, humans possess the four basic language skills of listening, speaking, reading and writing.

 Among them, generally, on the basis of priority, listening and speaking skills are considered to be primary skills where as reading and writing are secondary ones. They are also called speech and writing. Speech includes listening and speaking, the primary skills and writing includes reading and writing in particular, the secondary skills.

 From another perspective, on the basis of reception and production view point, listening and reading skills fall under the category of receptive skills while speaking and writing skills are 'productive skills'. Receptive skills are involved in receiving message where as productive skills are involved in the production of language for conveying message. Thus, listening and reading are the receptive skills and speaking and writing are the productive skills. However, we can not easily separate them individually because very often, language users use a combination of all four skills at the same time (Retrieved from www.ets.org/toefl).

1.1.2 Listening Skills

Among four language skills, Listening is the most essential skill to acquire a language naturally. It is the foremost basic skill along which the language acquisition process commences in human life. Until and unless a baby is able to listen, s/he can not acquire any language. But in language teaching, this skill did not receive any priority until recently. So, it was neglected since it was taken for granted that people develop listening with little or no effort. It was also supposed that listening skill occurs along with other skills. But these days, it is given a high priority in foreign language teaching. This skill is naturally acquired if a child is not congenitally deaf in the case of first language acquisition. But as far as this skill is concerned to the foreign language teaching context, it demands sufficient effort and training and if the learners fail to listen

to the language, they will be unable to participate in oral mode of communication.

1.1.3 Listening Skill: Active or Passive?

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent and pronunciation, his grammar, and his vocabulary and grasping his meaning. Thus, listening is an active skill rather than passive skill.

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

Believing listening to be an active process, Underwood (1989, p.1) says listening as "activity of paying attention to and trying to get the meaning from something we hear." He further says although we may appear to be inactive while listening, we must actually engage in the activity of constructing a message in order to be a listener. So, Underwood says listening is always an active process.

1.1.4 Components/Aspects of Listening Skill

Generally, there are two aspects of listening skill viz. listening perception and listening comprehension according to Rost (1994, p. 142).

a) **Listening Perception** – It specially subsumes the recognition and discrimination of speech sounds and recognition and discrimination of stress and intonation. Discrimination of sounds refer to the skill of

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discriminating between sounds within the target language and with comparison to our another tongue. This skill also is applicable in isolation e.g. /f/ and /v/) in single words (e.g. fan and van) and in connected speech single words /t/ and /s/ are pronounced as I am watching the window. I am washing the window.

b) **Listening Comprehension** - It is not only deducing the meaning from the stretch of language that is heard or understanding the meaning of individual words and utterances but also deducing the meaning of the discourse as a while. It includes:

⟩ connecting linguistic cues to construct meaning

⟩ using background knowledge and context to predict and then confirm meaning.

⟩ identifying the language functions in a conversation

⟩ grasping the mood or attitude of the speaker and the theme of the discourse.

1.1.5 Listening Comprehension Process

As Khaniya (2005, p. 93) states in 'Examination for Enhanced Learning' that incoming sounds are deduced by a listener for understanding the message. There are mostly two important views on how listening comprehension takes place which are briefly described below:

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

 b) Top-down Process/Approach – This approach has different views regarding   listening comprehension process. It asserts that various types of knowledge are involved in listening comprehension but this approach doesn't

maintain or believe in any fixed order. For comprehending listening text, different types of knowledge interact with each other, which is why it is called as 'Interactive Process'.

1.1.6 Meaning of Listening

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

Real listening is an active process that has three steps:

a) Hearing – Hearing just means listening to catch what the speaker is saying.

b) Understanding – This part of listening happens when we take what we have heard and understood it in our own way.

c) Judging – In this step, after being sure, we understand what the speaker has said; we think about whether it makes sense.

1.1.7 Listening: Purposes

Listening is a complex, problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning, hearing words, phrases, clauses, sentences and connected discourse (Oxford, 1993, p. 206). Listening is more than merely hearing words. Listening is an active process by which students receive, contrast meaning from, and respond to spoken and or non verbal messages. There are four different purposes of listening (Emmert, 1994, p.15). They are:

⟩ Comprehensive (Informational) purpose of listening: Students listen for the context of the message.

⟩ Critical (Evaluative) purpose of listening: Students judge the message.

）Appreciative (Aesthetic) purpose of listening: Students listen for enjoyment.

）Therapeutic (Emphatic) purpose of listening: Students listen to support others but not judge them.

1.1.8 Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening whereas Oxford Advanced Learner's Dictionary (7th ed.) (2007) defines strategy as, "The general term used to refer a plan that is intended to achieve a particular purpose".

Oxford (1990, p. 1) says that "Listening strategies are steps taken by students to enhance their own learning and especially important for language learning because they are tools for active, self-directed involvement."

Oxford (1993, p. 53) says that "Listening strategy is a noticeable features of conversations that speakers often use questions to test out their listener's state of knowledge on a particular topic".

Brown and Yule (1983, p. 70) defines listening strategies as "The previous experiences of discourse, identify a discourse as containing one type of language rather than another".

Rixon (1986, p. 62) defines "Listening strategy is a transmission of attitude that the speaker is cross about something, or mystified, or that is being kind or condescending or aggressive or polite".

> The main problem with listening seems to be the fact that in real life situations the listeners have no control over the speed of what they are hearing and they can not go back or 'rewind' to listen again for students to listen again, it is usually under the control of the teacher who declares: ' Lets listen again', Underwood (1989, p. 17).

The learners use different strategies according to their own cognitive styles, their level of proficiency and the type of task they tackle which is judged on the basis of speed, familiarity and the type of information, Bacon (1992, p. 75).

Listening strategies are related to 'what we know' and 'what we do not know' while listening. Strategies are also known as thinking about thinking and knowing about knowing. That is because there are always surface and hidden meaning in each texts. The listeners comprehend the surface and hidden meaning of texts being based on the context and co-text because background knowledge, noise, pre-information about author, nature of text, time, place, genre, significance of the text etc. have important role in listening. Thus, listening strategies refer to those strategies applied while listening to different kinds of texts, paragraphs, news, views, notices, suggestions, discourse and so on in particular phases such as pre-listening phase, during listening phase and post listening phase. These strategies also facilitate learning to become easy, enjoyable and transferable to new situations. Besides, when they are used effectively they help in developing overall proficiency and greater self-confidence.

1.1.8.1 Classification of Listening Strategies:

Language learners need to use listening strategies to help them develop their listening skills in the target language. It is the role of teacher to provide them with varieties of listening tasks and texts and guide them through these tasks to help them discover the most effective strategies for them as individuals. According to Oxford (1990), there are mainly two broad types of strategies: Direct Strategies and Indirect Strategies.

1.1.8.2 Direct Strategies
Direct strategies are those strategies such as compensation strategies and cognitive strategies in which listeners directly involve using the tools (guessing intelligently and systematically) and using the mind (cognition) to achieve a

particular goal. For example, understanding a text. According to Oxford (1990), direct strategies include:

A. Compensation Strategies

Compensation strategies can help the listeners overcome knowledge limitations when they do not hear something clearly or they can not catch all the words. They can make use of 'clues' to help them guess the meaning of certain words or pieces of information. These strategies as the tools for 'guessing intelligently' because listeners do not need to hear every word as long as they can guess 'systematically' through using clues such as:

Using clues: Listeners can use such clues like word order and word stress to facilitate their understanding of what they hear.

Using other clues: Some of these clues are related to the type of vocabulary used that listeners need to be familiar with in order to guess what is 'beyond' the language.

Moreover, knowing the topic that generally 'determines the content of vocabulary items' as well listeners can get some useful information from other clues like 'background noise'. Furthermore, making connections with background knowledge that includes knowledge of the culture, the topic and word, proves to be of great help to listeners.

B. Cognitive Strategies

Cognitive strategies refer to the use of mind (cognition) to solve a problem or complete the task.

Livingston (1997, p. 7) defines cognitive strategies as "The tools used to help an individual to achieve a particular goal (e.g. understanding a text)."

Cognitive strategies are the most common type of strategies used by language learners which are categorized under two main headings: top-down and bottom-up strategies.

Top-down strategies: Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. Top-down strategies include:

- ）Listening for the main idea
- ）Predicting
- ）Drawing inferences
- ）Summarizing

Bottom-up strategies: Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- ）Listening for specific details
- ）Recognizing cognates
- ）Recognizing word- order patterns

1.1.8.3 Indirect Strategies

Indirect strategies are those strategies such as metacognitive strategies in which the listeners indirectly involve for doing listening tasks in pre-listening phase, during listening phase and post listening phase.

A. Metacognitive strategies

Metacognitive strategies mean thinking about thinking, knowing 'what we know' and 'what we do not know'. According to Linvingston (1997, p. 87) metacognitive strategies are defined as "The tools used to ensure that the goal has been reached (e.g. quizzing oneself to evaluate one's understanding of the text). Metacognitive experiences usually precede or follow a cognitive activity. They often occur when cognitions fail, such as the recognition the one did not understand what one just read, e.g. just as an executive's job is management of an organization, a thinker's job is management of thinking.

These are the strategies that help learners 'coordinate their own learning process' or management of thinking.

Identifying the purpose: As is the case in real –life situations, listeners need to set a purpose for listening in order to set the right 'channels' for their attention.

Self-monitoring: Listeners need to be 'self-conscious' while listening to be able to 'monitor' their comprehension. In other words, they can 'monitor' their understanding as they continue listening as long as they can notice their 'errors' or any 'inaccurate' guesses and try to improve on them.

Self- evaluation: After the listening process is completed, some listeners evaluate their overall comprehension progress and assess how well they have done.

Integrating metacognitive strategies in detail:

Before listening:

Before listening is the plan for the listening task. There are several strategies that teachers and their students can use to prepare for a listening experience. Teachers can:

i) Activate Existing Knowledge: Students should be encouraged to ask the question: What do I already know about this topic.

ii) Build Prior Knowledge: Teachers can provide the appropriate background information including information about the speaker, topic of the presentation, purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation.

iii) Review Standards for listening: Teachers should stress the importance of the audience's role in a listening situation.

iv) Establish Purpose: Teachers should encourage students to ask: "Why am I listening?" "What is my purpose?" Students should be encouraged to articulate their purposes which are:

Am I listening to remember? Am I listening to evaluate?, Am I listening to be entertained?, Am I listening to support?

Additional strategies for pre listening phase:

- Set a purpose or decide in advance what to listen for
- Decide if more linguistic or background knowledge is needed

- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

Students can**:**

i) Tune in: The listener must tune in to the speaker and the subject, mentally calling up everything known about the subject and shutting out all distractions.
ii) Question: The listener should mentally formulate questions. What will this speaker say about this topic? What is the speaker's background? I wonder if the speaker talk about…?
iii) Listen: The listener should organize the information as it is received, anticipating what the speaker will say next and reaching mentally to everything heard.
iv) Review: The listener should go over what has been said, summarize, and evaluate constantly. Main ideas should be separated from subordinate ones.
During and after listening: Listeners monitor his/her comprehension during and after listening phase and verify prediction and check for inaccurate guesses, decide what is and is not important to understand, listen/view again to check comprehension, ask for help effective listeners follow the given strategies during listening:
- ❖ Connect: Make connections with people, places, situations, and ideas they know
- ❖ Find meaning: Determine what the speaker is saying about people, places, and ideas
- ❖ Question: Pay attention to those words and ideas that are unclear
- ❖ Make and Confirm Prediction: Try to determine what will be said next
- ❖ Make Inferences: Determine speaker's intent by 'listening between the lines'; infer what the speaker does not actually say
- ❖ Reflect and evaluate: Respond to what has been heard and passed judgment.

After listening: In after listening phase, the listeners evaluate comprehension and strategy use

〕 Evaluate comprehension in a particular task or area

〕 Evaluate overall progress in listening in particular types of listening tasks

〕 Decide if the strategies used were appropriate for the purpose and for the task

〕 Modify strategies if necessary.

B. Social strategies

Blakey (1990, p. 31) defines social strategies as " The sharing ideas and asking for help to clarify, verify and observe the overall comprehension co-operatively by the listeners." Language learning is considered to be a 'social activity' rather than an individual one. In learning situations, there are always mixed ability groups within which learners can develop some appropriate strategies for sharing ideas and asking for help. As listeners, learners can ask for 'clarification' when they want the speaker, who could be the teacher, to slow down, repeat or explain something, They can also ask for 'verification' to check that they have understood something correctly. As well, learners have the chance to learn from their peers. If they are put into groups to work on a particular listening task, there is a possibility that less successful listeners make use of some of the strategies used by successful listeners as they work together 'cooperatively' and observe how their peers manage to 'succeed'.

C. Affective strategies

Oxford (1990, p. 44) defines affective strategies as "Sometimes learners perfectly understand the particular text however they cannot perform the listening tasks successfully if the text is culturally offensive."

The affective side of the learner is one of the biggest influences on language learning success or failure'. Thus, learners need some kind of strategies to help them control, to a certain extent, their emotions, attitudes and values. There are

many cases where learners have no problems dealing with 'technical aspects' of the language, but they may experience some personal feelings that may suppress their progress. For example, students may perfectly understand a listening text, but they would not be able to perform the listening task successfully if the text is culturally offensive.

1.1.9 Context and Co-text in Listening

Context and co-text in listening include**:**

1.1.9.1 Context

Context in listening refers to those particular elements of a situation that in some way or another affect the text in listening. e.g. the effect of time, place, ideology, social hierarchies.

Brown and Yule (1983, p. 60) defines context as 'The situation in which something happens and that helps to understand it, is the context in listening'.

Underwood (1989, p. 81) says that 'The immediate physical, temporal, spatial, social environment in which verbal exchanges take place is context'.

Oxford (1993, p. 49) defines 'Becoming aware of background information can enhance our understanding and enjoyment of text, which is context'.

Context can include additional information about the nature of text, the period written, fiction/non-fiction, the age and nationality of the writer……..
The term 'context' has a limitless range of potentially relevant objects and context seem to be a vague notion. We can understand the concept looking at it in an extensional way, i.e., enlarging the scope of the units. We are looking at, rather than examining isolated sentences or utterances. We consider those utterances placed in the context in which they belong.
There are several ways in which we can begin to place texts in context as background information:

⟩ how a text interrelates with the events of the author's life

⟩ the place of a particular text in the author's writings as a whole

-) how the text reflects the historical period and/or the place in which it was written
-) the text is an example of its genre or of a particular literary style or period
-) the ways in which the language of a particular time or place is reflected in the text
-) how our reading of text might be influenced be the way other readers or critics have reacted to it recently or in the past, that is its reception
-) the place and significance in the work as a whole of an extract, such as a passage from a novel or one poem from a collection.

Context is always an important aspect to consider whenever we analyze a text which includes background knowledge, information and noise in a particular situation of listening which help the listeners to grasp the meaning of the text, e.g. pre-information about the author, nature of text, place, time, genre, significance of the text etc. and background noise such as music, outcry, clapping, plane flying, vehicle driving also help the learners to guess what is their text about in listening situation. In most normal face-to-face interactions, the listener has access to information about the features of context which has been mentioned. Not only does the listener has access to the information, he can relate that information to his previous experience.

The effect of context can be represented as follows:

Speaker
Listener
Place
Time
Genre (previous text)
Topic
Utterance
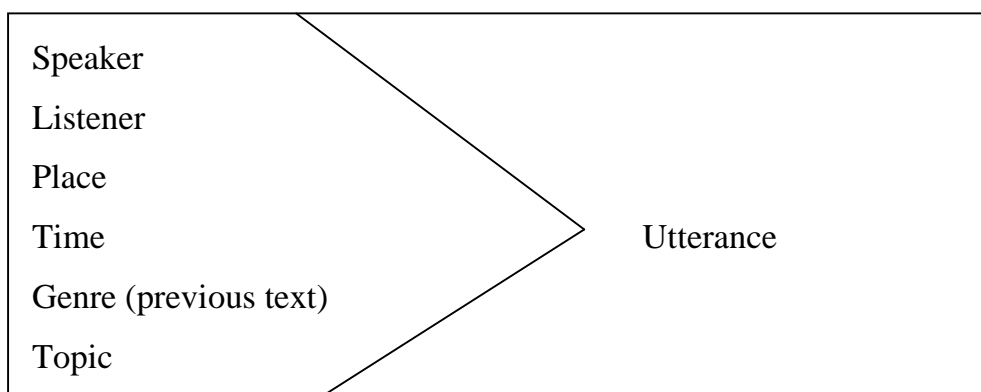
Fig. 1.1 Features of context limit expectations of the utterance context

In the above figure, utterance is related to the speaker, listener, place, time, genre and topic in a particular context of situation.

Fig. 1.2 Expression of listener's model as a result of the utterance

Utterance

Association with previous experience,

inference derived from speech event in that
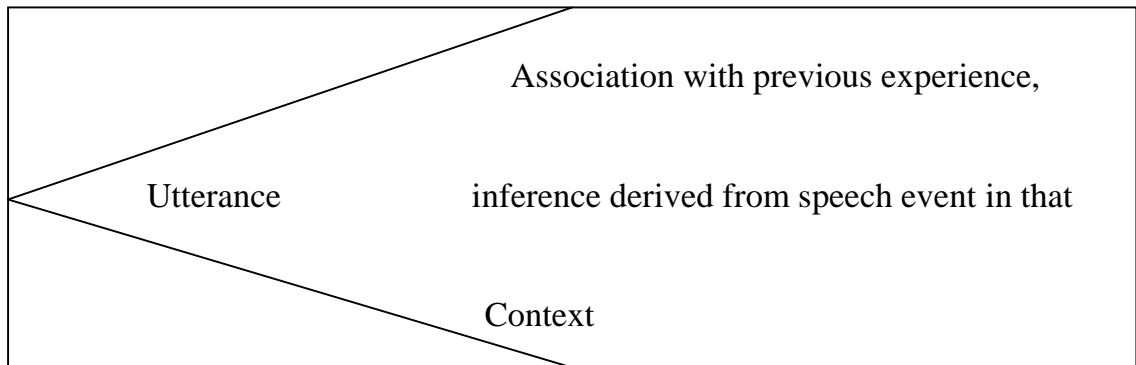
Context

In this expression, result of the utterance has association with previous experience and inference derived from speech event in that context.

Fig. 1.3 Updating the listener's model

Speaker
Listener
Time
Place
Genre
Topic

Utterance

Association with previous experience,

Inference derived from speech event in context
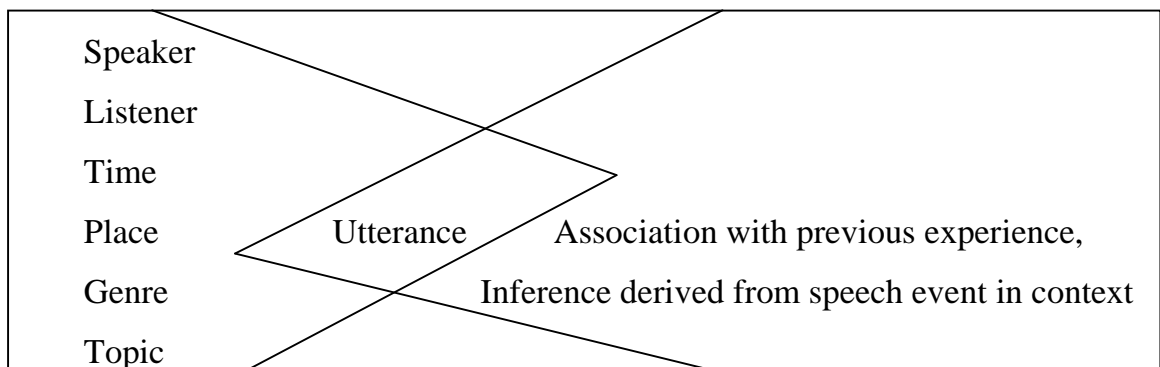
Finally, the utterance makes connection between the speaker, listener, time, place, genre, topic which are associated with previous experience and inference derived from speech event in that context.

Source : Adapted from 'Teaching the Spoken Language' by Brown& Yule, 1982.

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1.1.9.2 Co-text

Co-text is a part of text which includes a few words or a paragraph that helps to comprehend the message of the given text in listening.

Brown and Yule (1983, p. 67) defines "Co- text is specially the words surrounding something."

Oxford (1993, p. 24) defines "The linguistic environment in which a word is used with in a text."

At a micro- level, a stretch of language under consideration can be seen to fit into the context of its surrounding text. The surrounding text is the co-text. The sense of a chunk of language- a few words or a paragraph- is in part dependent on words and paragraphs around it; these constitute the co-text of the bit in focus. The co-text of this unit is made up of the other units comprising this module. Some of the meaning of this unit is inherent in its positioning as part of the whole, on the fact that is the first of a series of such units, that they resemble it in format and so on.

The following text can clarify the co-text:

Sarvin is the wicked boy in our school. He is 16 years old. He has a strong body and satanic mind. He always neglects his studies. He disobeys his father and mother. He teases his class mates. He does not attend his classes regularly. Sometimes, he steals money from his father's box. Sarvin was not born wicked. But, the circumstances made him wicked.
In his childhood, he was badly beaten by his father. He was ill-treated by his mother too. Now, Sarvin has lost all the self-respect. He looks upon society as his enemy. He never respects his teachers. He often shouts in the class.

In the above text, the words like *wicked, steals and enemy* assist the learners to guess what the text is about when they do not hear all words clearly.

1.2 Review of the Related Literature

Many attempts have been carried out in the field of listening skills. Some of them are as follows:

Adhikari (2005) carried out a research to find out the 'Listening proficiency of the students of grade nine of Kathmandu' using the tool questionnaire for data collection. He concluded that the students of grade nine are found to be good in their listening comprehension.

Aryal (2001) conducted a research to find out 'The Listening Proficiency of Grade Ten Students of Public Schools of Kathmandu' using the tool questionnaire and observation for data collection. The finding of the study showed no significant difference in the performance of students between seen text and the unseen text.

Chapagain (2005) carried out a research on 'Proficiency in Listening Comprehension of Grade Nine Students of Chitwan district' to find out the proficiency in listening comprehension using the tool questionnaire for data collection. The finding of the study showed that the average listening proficiency of the grade nine is below the levels generally accepted by most of the academic institutions in English speaking countries.

Khadka (2006) conducted another research to find out 'The Proficiency in Listening Comprehension of Bachelor Level Third Year Students on the Basis of TOEFL of Kathmandu' using the tool questionnaire and interview. The average proficiency in listening comprehension was found to be below the TOEFL standard.

Neupane (2005) conducted a research to find out 'Listening Comprehension Ability of the Secondary Level Students of Kathmandu' using the tool questionnaire for data collection. The researcher came up with a conclusion that the students performed better in listening comprehension level.

Oli (2008) carried out a research to find out 'Attitudes of People Towards S.L.C. Listening and Speaking Examination of Surkhet district' using the tool questionnaire for data collection. The researcher came up with a conclusion that testing listening and speaking skills in SLC exam is essential.

Poudyal (2008) carried out a research to find out 'The Role of Discourse Markers in Listening Comprehension of the Students of TU' using the tool of questionnaire for data collection. She concluded that the role of discourse markers is found to be positive in the listening comprehension.

Singh (2000), carried out a research entitled 'Listening Proficiency of Grade Ten of Kathmandu' using the tool of questionnaire and observation for data collection and found that students proficiency was better in the seen texts in comparision to unseen texts.

Though there have been several researches on the listening proficiency of the students, no researches based on the effect of context and co-text in listening strategies have been done in our department. The researcher aims at finding the effectiveness of context and co-text in listening strategies. Hence, the study is not only different from the previous ones but also hoped to be more important.

1.3 Objectives of the Study

The objectives of the study are as follows:

i)   To find out the types of listening strategies used by secondary level English teachers and students in context and co-text.
ii)   To compare the listening strategies adopted by the secondary level English teachers and students
iii) To suggest some pedagogical implications.

1.4 Significance of the Study

This study 'Use of Listening Strategies in Context and Co-text' will be significant for those who are directly and indirectly involved in the field of ELT and it will be equally significant for language teachers (Esp. English language teachers), students, syllabus designers, textbook writers as well as all those who are keenly interested in language teaching and learning because it reveals the listening strategies used by the teachers and the students.

CHAPTER : TWO
METHODOLOGY

A systematic research needs to follow proper methodology to achieve the pre-determined objectives. According to Kothari (1993), "Research methodology is a sequential procedure and methods to be adopted in a systematic study (p.19). So, in this chapter sources of data, population of the study, sample population, tools of data collection, process of data collection and limitation of the study have been dealt with.

2.1 Sources of Data

Both the primary and secondary sources of data will be used for the collection of data.

2.1.1 Primary Sources

The study will be based mainly on primary sources of data. The primary sources of data will be the responses provided by the teachers and the students to a set of questions which will be asked to them to elicit information about the listening strategies used by the 10th grade students and their teachers while teaching and learning English. The subjects will be selected from ten different schools of Surkhet District.

2.1.2 Secondary Sources of Data

Various books, research reports, journals, articles, websites, etc. such as 'A Definition of Listening', 'English for Academic Purpose', www.asian.efl-journal.com, related to the topic in questions will be secondary sources of data for the study. They will be reviewed carefully in order to build up theoretical framework and research tools required for the collection of data.

2.2 Sample Population and Sampling Procedure

For the study, ten secondary level English teachers and hundred students of the same level will be the sample of the study. Six public and four private schools

of Surkhet district will be sampled randomly. Ten students from each school will be selected by using simple random procedure. Thus, the total population will be hundred students and ten teachers. The sample schools which will be selected for the study are as follows :

A. **Shree Sarada Higher Secondary School**, Chhinchu, Surkhet
B. **Shree Shikhar H.S.School,** Ramghat, Surkhet
C. **Shree Siddha Secondary School**,Gothikanda, Surkhet
D. **Shree Jivan Jyoti Higher Secondary School**, Dashrathpur, Surkhet
E. **Shree Nepal Rastriya Secondary School**, Birendranagar Surkhet
F. **Shree Usha Bal Vatika H. Secondary School**, Birendranagar, Surkhet
G. **Shree Jana Jyoti Higher Secondary School,** Baddichaur, Surkhet
H. **Shree Horizon Academy**,Birendranagar, Surkhet
I. **Shree Elite Higher Secondary School,** Birendranagar, Surkhet
J. **Shree Adarsha Raj Higher Secondary School,** Birendranagar, Surkhet

2.3 Tools for Data Collection

The tools for data collection will be mainly the questionnaire. Fifty questions for the students and fifty questions for the teachers will be prepared for collection of data. The rationale behind using this tool is to check how far the subjects' responses and their practical activities are compatible**.**

2.4 Process of Data Collection

After preparing the required copies of questionnaire the researcher will visit the administration section of the selected schools. The researcher will establish rapport with the people concerned. The researcher will take permission from the school authority and will briefly explain the purpose of the study. Then, the researcher will distribute the questionnaire and will explain what they will be supposed to do. They will be told to tick the appropriate option. The researcher will assist the students and teachers whenever necessary and will collect the questionnaire from them after they will be finished.

2.5 Limitations of the Study

The study will have the following limitations:

i)   The study will be limited to six public and four private schools of Surkhet district.
ii)   The population of the study will be 10th grade students and English teachers of different ten schools of Surkhet district.
iii)   The listening strategies in context and co-text will be measured and discussed in the classroom.
iv)   The sample of the study will consist of 100 students and ten teachers only.
v)   Questionnaire will be the tool for data collection.

2.6 Presentation, Analysis and Interpretation of Data

The collected data will be presented, analyzed and interpreted using frequency, percentage and will be tabulated in different tables.

2.7. Findings, Recommendations and Pedagogical Implications

The researcher will enlist the findings of the study and will list some recommendations and pedagogical implications.

2.8 Work Plan

The work schedule for the work plan will be as follows:

Activities	Duration
Preliminary Studies	2 weeks
Data Collection	2 weeks
Data Analysis and Interpretation	4 weeks
Completion of the first draft of thesis	2 weeks
Completion of the final form of thesis	2 weeks
Total	12 weeks

CHAPTER: THREE
ANALYSIS AND INTERPRETATION

In this chapter, analysis and interpretation of the data collected from the primary sources are presented. After collecting back all the questionnaires distributed to the sampled population, analysis and interpretation were done quantitatively codifying the responses numerically as: Strongly Agree: 5, Agree: 4, Unsure: 3, Disagree: 2 and strongly Disagree: 1. If 50 or more people had put tick mark ( ) against 'Strongly Agree' and 'Agree', it was considered as agreement with the statement and vice versa was the case with the tick marks with 'Strongly Disagree' and 'Disagree'. Similarly if 50 or more sample population had put tick mark ( ) against the alternative 'Unsure', it was considered to be indifferent or ignorant about the issue. Some of the statements were left out to avoid redundancy while analyzing and interpreting the data. The statements of the questionnaires were again rearranged under the following variables or subgroups:

1. Use of Listening Strategies by Students in Context and Co-text.
2. Use of Listening Strategies by Teachers in Context and Co-text.

In this study, descriptive and statistical analysis was carried out to measure frequency, mean, percentage and standard deviation of the responses. The responses of students and English teachers were tabulated under the aforementioned two categories and analyzed. The result of the mean, standard deviation and respondents' written comments are included in the appendices while frequency and percentage of responses are presented in this section.

3.1 Analysis of the Listening Strategies Used by the Students

The students studying in public and the private schools of were given fifty statements to find out and evaluate the listening strategies used by them. Their responses were explained and analyzed serially in brief as follows.

To know about the students' inventory on use of listening strategies in context and co-text, a set of fifty items was administered to the students.

Table No. 1 (a)

S.N.	Items	Response of the Students									
		S.A		A		U		D		SD	
1	Listening strategies are more important than speaking, reading and writing strategies.	17	17	26	26	31	31	16	16	10	10
2	More emphasize should be given to listening strategies rather than speaking, reading and writing strategies.	25	25	22	22	17	17	13	13	23	23
3	Generally, we need to have good listening abilities while communicating with foreign English speakers.	35	35	27	27	13	13	12	12	13	13
4	Pre-listening, while listening and post listening strategies are successfully applied in your classroom.	32	32	26	26	9	9	15	15	18	18
5	In listening exercises, you are encouraged to follow the listening strategies	36	36	26	26	16	16	9	9	13	13
6	Listening tests are often held at your school in context.	26	26	25	25	21	21	17	17	11	11
7	Teacher prepares you for listening tests in your classroom.	23	23	27	27	19	19	14	14	17	17
8	Listening strategies assist to do your listening exercises in textbook.	27	27	23	23	13	13	19	19	18	18
9	Listening strategies should be formally and informally discussed in the classroom.	37	37	27	27	19	19	8	8	9	9
10	Students from private schools are better in using listening strategies than the ones from the public schools.	39	39	26	26	11	11	17	17	7	7

The table above shows that out of 100 respondents, 43% of the students agreed that listening strategies are more important than speaking, reading and writing

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strategies whereas 26% showed their disagreement towards the statement and 31% were ignorant about it. Similarly, 47% of the respondents showed their agreement on the statement that emphasize should be given to listening strategies rather than speaking, reading and writing strategies while 36% of them showed their disagreement and 17% were indifferent towards the statement. Regarding the statement that they needed to have good listening abilities while communicating with foreign English speakers, 62% of the respondents agreed to it whereas 25% showed their disagreement and 13% were ignorant about it. The students were further asked if pre-listening, while listening and post listening strategies are successfully applied in their classroom. Out of the total respondents 58% agreed to the statement while 33% of them disagreed and 9% showed their indifference towards the statement. The students were asked in listening exercises whether they are encouraged to follow the listening strategies. Majority of them (sixty two percent) agreed that they were encouraged while 22% disagreed and 16% of them were ignorant whether they were encouraged or not.

To the statement that if listening tests were often held in their school or not, 51% of the respondents agreed that the listening tests were often held in their school whereas 28% disagreed and 21% showed indifference towards the statement. The students were further asked whether their teachers prepare them for listening tests in their classroom. Half of the respondents, i.e. 50% of the respondents agreed that their teachers prepare them for listening tests whereas 31% disagreed and 19% were ignorant. Out of the total respondents 50% agreed that listening strategies assist to do their listening exercises in textbook while 37% of them disagreed and 13% showed indifference towards the statement. The researcher put forward a statement that whether listening strategies should be formally and informally discussed in the classroom. Majority of the respondents (sixty four percent) agreed whereas 17% disagreed and 19% of the respondents were ignorant. The students were further asked whether students from private schools were better in using listening strategies

than the ones from the public schools. To the statement, 65% showed their agreement while 24% disagreed and 11% showed their indifference.

Table No. 1 (b)

S.N.	Items	Response of the Students									
		S.A		A		U		D		SD	
11	Native listeners follow all the strategies in or outside the classroom respectively.	27	27	26	26	21	21	16	16	10	10
12	Listening exercises should be designed for enjoyment and for the context of the message rather than to support other and to judge the message.	31	31	22	22	11	11	17	17	19	19
13	Listening exercises are totally neglected in the school of rural areas.	43	43	24	24	11	11	13	13	9	9
14	Background noise is not essential for the listeners in listening tests.	17	17	23	23	11	11	23	23	26	26
15	Making connections with background knowledge that include the knowledge of the culture, the topic and word are significant for the good listener.	41	41	23	23	11	11	11	11	14	14
16	Listener based strategies and text based strategies are equally important for good listening.	36	36	18	18	15	15	13	13	18	18
17	It is necessary to listen for main idea in the listener based strategies.	31	31	29	29	14	14	12	12	14	14
18	Listeners are supposed to listen for specific details in text based strategies.	35	35	21	21	11	11	17	17	16	16
19	In listening exercises, you identify the purpose of listening and become self-conscious and self evaluate your overall comprehension progress.	41	41	25	25	13	13	9	9	12	12

20	In pre-listening phase, the teacher and the students plan for the listening task.	37	37	27	27	9	9	16	16	11	11

Table No. 1(b) shows that out of the total respondents, 53% agreed that native listeners follow all the strategies in or outside the classroom while 26% disagreed it and 21 % were indifferent towards the statement. Similarly, 53% of the respondents agreed that listening exercises should be designed for enjoyment and for the context of the message rather than to support other and to judge the message whereas 36% of them disagreed to the statement and 11% were ignorant about it. Majority of the respondents (sixty seven percent) showed their agreement on the statement that listening exercises are totally neglected in the school of rural areas while 22% showed their disagreement and 11% were indifferent towards the statement. The students were further asked if background noise is essential for the listeners in listening texts or not. To the statement, 40% agreed that background noise is essential whereas 49% disagreed and 11% did not know whether background noise is essential in listening texts or not. The students were put forward a statement that making connections with background knowledge of the culture, topic and word are significant for the good listener. To the statement, 64% agreed while 25% disagreed and 11 % showed their indifference towards the statement.

Majority of the respondents (fifty four percent) agreed that listener based strategies and text based strategies are equally important for good listening whereas 31% disagreed and 15% of the respondents were ignorant about it. The students were further asked whether it is necessary to listen for main idea in the listener based strategies. Most of them (sixty percent) showed their agreement while 26% showed their disagreement 14% were indifferent towards the statement. To the statement that listeners are supposed for specific details in text based strategies, 56% of the respondents showed their agreement whereas 33% showed disagreement and 11% showed their ignorance. The students were asked in listening exercise, whether they identify the purpose of listening and

become self-conscious and self evaluate their overall comprehension progress. To the statement 66% of the respondents showed their agreement while 21% disagreed and 13% of them showed indifference towards it. The next statement was in pre-listening phase whether the teachers and the students plan for the listening task or not. Majority of the respondents (sixty four percent) agreed to it whereas 27% disagreed and 11% were indifferent towards the statement.

Table No. 1 (c)

S.N.	Items	Response of the Students									
		S.A		A		U		D		SD	
21	Teacher should stress the importance of the audience's role in a listening situation in pre-listening phase.	35	35	21	21	14	14	16	16	14	14
22	In pre-listening phase, you have sufficient information about the speaker, topic, purpose, concepts and vocabulary.	30	30	22	22	15	15	16	16	17	17
23	In listening test, you do not listen attentively because you do not know what it is about.	19	19	13	13	9	9	29	29	30	30
24	During listening phase, you predict what will be said next.	21	21	33	33	7	7	16	16	23	23
25	In listening test, you determine speaker's intent by listening between lines' infer what the speaker does not actually say.	35	35	27	27	5	5	15	15	18	18
26	Making connections with people, places, situations and ideas are essential for good listening.	39	39	21	21	17	17	10	10	13	13
27	Effective listeners monitor comprehension during listening phase.	37	37	17	17	13	13	14	14	19	19

28	While listening phase, effective listeners pay to those words and ideas that are unclear.	33	33	23	23	9	9	18	18	17	17
29	Sometimes, you perfectly understand a listening text but you cannot be able to perform the listening text successfully because of cultural offence.	19	19	17	17	18	18	21	21	25	25
30	After listening phase, you try to evaluate comprehension and strategy you used.	36	36	26	26	11	11	17	17	10	10

Table No. 1 (c) shows that 56% of the respondents agreed that teacher should stress the importance of the audience's role in a listening situation in pre-listening phase whereas 30% disagreed and 14% did not show any response on it. To the statement that in pre-listening phase whether they have sufficient information about the speaker, topic, purpose, concepts and vocabulary, 52% of the respondents agreed and 33% of them showed their disagreement but 15% were ignorant. Similarly, when asked that in listening test, they do not listen attentively as they do not know what it is about, 32% of the students agreed whereas 59% disagreed and 9% of them showed indifference towards the students. The students were further asked whether during listening phase, they predict what will be said next, 54% agreed that they predict but 39% disagreed and 7% were indifferent. To the statement that in listening test, they determine speaker's intent by listening between lines' infer what the speaker does not actually say, 52% of the respondents showed their agreement while 33% disagreed to it and 5% of the respondents were indifferent towards the respondent.

The next statement was regarding making connections with people, places, situation and ideas are essential for good listening. Out of the total 60% of the respondents agreed to the statement whereas 33% disagreed and 17% of them showed indifference towards it. The respondents were further asked if effective

listeners monitor comprehension during listening phase. Majority of the respondents (fifty four percent) agreed to the statement but 33% disagreed and 13% had no any idea on the statement. Similarly, a statement while listening phase, effective learners pay to those words and ideas that are unclear, 56% of the respondents agreed to the statement whereas 35% disagreed and 9% of them were indifferent towards it. The next statement was whether sometimes, they perfectly understand a listening text but they are not able to perform the listening test successfully because of cultural offence. To this statement 36% of the respondents agreed but 46% of them disagreed whereas 18% of them showed indifference. The students were asked whether after listening phase, they try to evaluate comprehension and strategy they used. Majority of the respondents (sixty two percent) agreed, 27% disagreed and 11% were unsure about it.

Table No. 1 (d)

S.N.	Items	Response of the Students									
		S.A		A		U		D		SD	
31	In listening test, you never use listening strategies because you do not know them.	15	15	17	17	10	10	27	27	31	31
32	The role of social strategies such as clarification, verification and working together are effectively used in the classroom.	27	27	23	23	13	13	18	18	19	19
33	After listening, you often modify your strategies if necessary.	34	34	29	29	7	7	17	17	13	13
34	Despite your poor judgment in listening, you can respond correctly what has been heard.	19	19	23	23	16	16	18	18	24	24
35	Listening strategies have close connections with listening skills.	38	38	28	28	6	6	11	11	17	17

36	Guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when you do not hear something clearly.	37	37	25	25	15	15	11	11	12	12
37	To compensate your listening, you hardly use clues like word order and word stress to facilitate your understanding of what you hear.	17	17	13	13	9	9	29	29	32	32
38	In listening test, you never ask for verification to check that you have understood something correctly.	23	23	16	16	13	13	25	25	23	23
39	Additional information about the nature of the text, the age and the nationality of the writer help students to grasp the meaning of listening text.	26	26	23	23	14	14	16	16	21	21
40	Understanding and enjoyment of text depends upon background information of it.	33	33	26	26	12	12	18	18	11	11

Table No. 1 (d) shows that out of the total respondents, 32% agreed that in listening test, they never use listening strategies because they do not know them whereas 58% disagreed and 10% were unsure. Half of the respondents (fifty percent) agreed that the role of social strategies such as clarification, verification and working together are effectively used in the classroom whereas 37% disagreed and 13% were not sure about the statement. The students were further asked whether after listening, they often modify their strategies if necessary. To the statement, 63% of the respondents agreed, 30% disagreed

and 7% of them were indifferent towards the statement. The students were further asked that whether despite their poor judgment in listening, they can respond correctly what has been heard. Out of the total, 42% of the respondents agreed to the statement and the same percent of them disagreed too while 16% of them were not sure about it. The next statement was whether listening strategies have close connection with listening skills. Majority of the respondents (sixty six percent) agreed upon the statement while 28% showed their disagreement and 6% were indifferent towards it.

Guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when they do not hear something clearly was the next statement put forward to the students. To this statement, 62% of the respondents showed their agreement, 23% disagreed and 15% of them were unsure about it. The students were then asked if to compensate their listening, they hardly use clues like word order and word stress to facilitate their understanding of what they hear. On this statement, 30% of the respondents agreed but 61% of them disagreed and 9% of them were indifferent. The students were further inquired whether in listening test, they ask for verification to check that they have understood something correctly or not. Out of the total, 39% agreed that they never ask for verification whereas 48% disagreed as they asked for verification and 13% were unsure about it. Similarly, the next statement was that additional information about the nature of the text, age and nationality of the writer help students to grasp the meaning of listening text. To this statement 49% of the respondents agreed, 37% disagreed and 14 % were indifferent towards the statement.

S.N.	Items	Response of the Students									
		S.A		A		U		D		SD	
41	Generally, students know nothing about the events of author's life in listening text.	27	27	26	26	12	12	13	13	22	22
42	In most natural face to face interaction the listener have access to information about the features of context.	28	28	22	22	13	13	18	18	19	19
43	Co-text is specially the words surrounding something.	36	36	31	31	9	9	15	15	9	9
44	Context and co-text play significant role in listening.	39	39	29	29	8	8	11	11	13	13
45	A few words or a paragraph sometimes help students to understand the whole text in listening.	37	37	23	23	7	7	15	15	18	18
46	In listening test, the listener often confused if there is no indication of topic change.	31	31	29	29	11	11	14	14	15	15
47	Listening environment is more important than the social environment in listening.	39	39	29	29	10	10	10	10	12	12
48	Generally, you listen in context of situation in which something happens and that helps you to understand it.	33	33	24	24	12	12	17	17	14	14
49	It is easy to comprehend given listening texts if learners have no	35	35	25	25	13	13	11	11	16	16

	problems dealing with technical aspects of the language.										
50	Background noise in audio cassettes e.g. driving vehicles, music, outery, clapping, etc. help you to guess what the text is about.	34	34	16	16	15	15	23	23	12	12

Table no. 1(e) shows that out of the total respondents, 53% agreed that generally students know nothing about the events of author's life in listening text whereas 35% disagreed to the statement and 12% were indifferent towards the statement. Similarly, regarding that in most natural face to face interaction, the listeners have access to information about the features of context, 50% agreed to the statement, 37% disagreed and 13% were unsure of it. The respondents were asked whether co-text is specially the words surround something. Out of the total respondents, 67% showed their agreement while 24% disagreed upon it and 9% were indifferent. The next statement was context and co-text play significant role in listening. To this statement, 68% showed their agreement whereas 24% showed disagreement and 8% were unsure about it. The next statement put forward to the students was whether a few words or a paragraph sometimes help students to understand the whole text in listening and 60% of the respondents agreed to it whereas 33% disagreed and 7% were not sure about it.

In listening test, the listener is often confused if there is no indication of topic change was the next statement and 60% of the respondents agreed to it but 29% disagreed and 11% were indifferent to the statement. Out of the total respondents, 68% agreed that listening environment is more important than the social environment in listening whereas 22% disagreed and 10% were unsure. Similarly, regarding that generally, you listen in context of situation in which something happens and that helps you to understand it, 57% of the respondents agreed to this statement but 31% of them disagreed and 12% showed

indifference. The respondents were asked if it is easy to comprehend given listening texts if learners have no problems dealing with technical aspects of the language. Out of the total respondents, 60% of them showed their agreement while 27% disagreed and 13% were unsure. The last statement was regarding the background noise like driving vehicles, music, outery, clapping, etc. in audio cassettes help them to guess what the text is about. To this statement, 50% of the respondents agreed and 35% disagreed whereas 15% of them were not sure whether the background noise helps in listening text or not.

3.1 Analysis of the Listening Strategies Used by the English Teachers

A set of fifty statements regarding to the listening strategies was also put forward to ten English teachers of ten public and private schools of Surkhet valley. The responses obtained from them were tabulated and analyzed which are as follows:

Table No. 2 (a)

S.N.	Items	Response of the Teachers									
		S.A		A		U		D		SD	
1	Listening strategies are more important than speaking, reading and writing strategies.	7	70	2	20	0	0	1	10	1	10
2	Pre-listening, while listening and post listening strategies are successfully applied in your classroom.	8	80	1	10	0	0	1	10	0	0
3	In listening exercises, you encourage your students to follow the listening strategies appropriately.	6	60	2	20	1	10	1	10		0

#	Statement										
4	Students follow the strategies in your classroom when you prepare them for listening.	5	50	2	20	1	10	1	10	1	10
5	Listening tests are often held at your school in context.	6	60	1	10	1	10	1	10	1	10
6	Listening strategies assist the students to do their listening exercises properly in textbook.	4	40	4	40	1	10	1	10	0	0
7	Generally we need to have good listening abilities while communication with foreign English speakers.	6	60	2	20	0	0	1	10	1	10
8	More emphasize should be given to listening strategies rather than speaking, reading and writing strategies.	2	20	2	20	1	10	2	20	3	30
9	You give more emphasize to listening strategies rather than speaking, reading and writing strategies.	2	20	2	20	1	10	2	20	3	30
10	Listening strategies should be formally and informally discussed in the classroom.	4	40	4	40	1	10	1	10	0	0

Regarding that listening strategies are more important than speaking, reading and writing strategies, out of 10 respondents, 80% agreed to the statement and 20% of them showed their disagreement. The second statement was that pre-listening and post listening strategies are successfully applied in their classroom and 90% of the respondents agreed that they were applied but 10% disagreed to the statement. Similarly, the teachers then were asked whether in

listening exercises, they encourage their students to follow the listening strategies appropriately and 80% agreed to the statement but 10% disagreed and 10% of them were not sure whether they encouraged their students or not. The next statement was whether the students follow the strategies in classroom when the teacher prepares them for listening. Out of ten teachers, 70% agreed to the statement whereas 20% disagreed and 10% of them showed indifference towards the statement. The fifth statement was whether listening tests are often held in their school and 70% of the respondents agreed that the listening tests were held whereas 20% disagreed and 10% were indifferent towards the statement.

The sixth statement was regarding listening strategies assist the students to do their listening exercises properly in textbook. Out of the total respondents 80% agreed to the statement while 10% showed disagreement and 10% were unsure about it. The respondents were further asked whether or not we need to have good listening skills while communicating with foreign English speakers. To this statement, 80% of the respondents agreed while 20% disagreed. The teachers were then inquired about giving more emphasize to listening strategies rather than speaking, reading and writing skills and 40% of them agreed but 50% disagreed and 10% were not sure. Similarly, 40% of the teachers agreed that they gave more emphasize to listening strategies rather than speaking, reading and writing strategies whereas 50% of them disagreed and 10% were unsure whether they gave more emphasize to listening or not. The tenth statement was regarding listening strategies should be formally and informally discussed in the classroom. To this statement, 80% showed their agreement, 10% showed disagreement and 10% showed indifference towards this statement.

Table No. 2 (b)

S.N.	Items	Response of the Teachers									
		S.A		A		U		D		SD	
11	You prepare your students for listening.	6	60	2	20	1	10	1	10	0	0
12	Students from private schools are better in using listening strategies than the ones from the public school.	5	50	3	30	0	0	1	10	1	10
13	Listening exercises should be designed for joy and for the context of the message rather than to support other and to judge the message.	4	40	2	20	1	10	2	20	1	10
14	It is necessary to focus on listening exercises in classroom teaching as your students seldom fail in SLC listening and speaking tests.	4	40	3	30	1	10	1	10	1	10
15	Listening exercises are totally neglected in the school of rural areas.	2	20	2	20	2	20	2	20	2	20
16	Background noise is not essential for the listeners in listening tests.	1	10	1	10	1	10	4	40	3	30
17	Making connections with background knowledge that include the knowledge of the culture, the topic and the word are significant for the good listener.	2	20	2	20	1	10	3	30	2	20

18	Listener based strategies and text based strategies are equally important in listening.	5	50	2	20	1	10	1	10	1	10
19	It is necessary to listen for main idea in the listener based strategies.	6	60	1	10	2	20	1	10	0	0
20	Listeners are supposed to listen for specific details in text based strategies.	5	50	3	30	1	10	0	0	1	10

Table no. 2(b) shows that out of 10 respondents, 90% of the teachers prepare their students for listening while 10% disagreed and 10 % showed indifference. The next statement was that students from private schools are better in using listening strategies than the ones from the public schools and 80% of the teachers agreed to it while as 20% disagreed. The teachers were further asked if listening exercises should be designed for joy and for the context of the message rather than to support other and to judge the message. To this statement, 60% of the respondents showed their agreement while 30% disagreed and 10 % were not sure about the statement. The next statement was whether it is necessary to focus on listening exercises in classroom teaching as the students seldom fail in SLC listening and speaking test and 70% of the teachers agreed to the statement whereas 20% disagreed and 10% showed indifference towards the statement. The fifteenth statement was regarding listening exercises are totally neglected in the school of rural areas. Out of the total respondents, 40% agreed to the statement but 40% disagreed and 20% were unsure about it.

The next statement was whether background noise is not essential for the listeners in listening tests. To this statement, 20% agreed, 70% disagreed and 10% showed their indifference. Similarly, the teachers were further asked whether making connections with background knowledge of culture, topic and word are significant for the good listener and 40% agreed to it whereas 50% disagreed and 10% were not sure about it. The next statement was regarding

listener based strategies and text based strategies are equally important in listening. Out of the total, 70% showed their agreement, 20% showed disagreements and 10% showed indifference towards the statement. To the statement that it is necessary to listen for main idea in the listener based strategies, 70% showed agreement, 10% disagreed and 20% were not sure. The twentieth statement was that listeners are supposed to listen for specific details in text based strategies and 80% agreed to it while 10% disagreed and 10% were unsure about the statement.

Table No. 2 (c)

S.N.	Items	Response of the Teachers									
		S.A		A		U		D		SD	
21	In listening exercises your students identify the purpose of listening and become self-conscious and self-evaluate their overall comprehension progress.	3	30	2	20	1	10	2	20	2	20
22	Before listening phase, the teacher and the students should plan for the listening task.	6	60	1	10	0	0	2	20	1	10
23	Teacher should stress the importance of the audience's role in a listening situation in pre-listening phase.	5	50	3	30	1	10	1	10	0	0
24	In pre-listening phase, your students have sufficient information about the speaker, topic, purpose, concepts and vocabulary.	3	30	2	20	2	20	2	20	1	10
25	In listening test, your students do not listen attentively because they do not know what it is about.	1	10	1	10	1	10	3	30	4	40
26	During listening phase, your students can predict what will be said next.	3	30	2	20	1	10	3	30	1	10

27	Making connections with people, places, situations and ideas are essential for good listening.	3	30	3	30	1	10	2	20	1	10
28	In the listening test, your students determine speaker's intent by listening between lines' infer what the speaker does not actually say.	1	10	1	10	2	20	3	30	3	30
29	Effective listeners monitor comprehension during listening phase.	3	30	2	20	1	10	1	10	3	30
30	While listening phase, effective learners pay to those words and ideas that are unclear.	4	40	2	20	0	0	2	20	2	20

Table no. 2 (c) shows that out of 10 respondents, 50% agreed that in listening exercises the students identify the purpose of learning and become self conscious and self-evaluate their overall comprehension progress whereas 40% disagreed and 10% were unsure about it. Likewise, before listening phase, the teacher and the students should plan for the listening task was the next statement. To this statement, 70% agreed but 30% disagreed. The next statement put forward was that teacher should stress the importance of the audience's role in a listening situation in pre-listening phase and 80% of the teachers agreed to it but 10% disagreed and the same 10% were not sure. The teachers were then asked whether in pre-listening phase, their students have sufficient information about the speaker, topic, purpose, concepts and vocabulary of the text. Out of the total respondents, 50% agreed to it while 30% disagreed and 20% showed indifference towards the statement. The twenty fifth statements was regarding that in listening test, the students do not listen attentively because they do not know what it is about and 20% of the respondents agreed but 70% disagreed and 10% were indifferent towards it.

The next statement was that during listening phase, the students can predict what will be said next. To this statement, 50% of the teachers showed agreement but 40% disagreed and 10% showed indifference. To the statement

that making connections with people, places, situations and ideas are essential for good listening, 60% of the respondents agreed, 30% disagreed and 10% were not sure. Similarly, the teachers were asked whether in listening test, their students determine speaker's intent by listening between lines' infer what the speaker does not actually say and 20% of them agreed to the statement but 60% disagreed and 20% were not sure about it. The next statement was that effective listeners monitor comprehension during listening phase. Out of the total, 50% of the respondents agreed upon it whereas 40% disagreed and 10% showed indifference towards the statement. The thirtieth statement was regarding while listening phase, effective learners pay to those words and ideas that are unclear. To this statement, 60% of the teachers agreed and 40% of them disagreed to it.

Table No. 2 (d)

S.N.	Items	Response of the Teachers									
		S.A		A		U		D		SD	
31	Sometimes, students perfectly understand a listening text but they are not able to perform the listening test successfully because of cultural offence.	1	10	1	10	1	10	4	40	3	30
32	After listening phase, your students try to evaluate comprehension and strategy they used.	4	40	3	30	0	0	1	10	2	20
33	In listening test, students never use listening strategies because they do not know them.	2	20	2	20	1	10	3	30	2	20
34	The role of social strategies such as clarification, verification and working together are effectively used in the classroom.	3	30	3	30	1	10	2	20	1	10
35	After listening, students often modify their strategies if necessary.	4	40	3	30	2	20	1	10	0	0
36	Despite students' poor judgment in listening, they can respond correctly what has been heard.	1	10	1	10	1	10	4	40	3	30

37	Listening strategies have close connection with listening skills.	5	50	4	40	0	0	1	10	0	0
38	Guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when they do not hear something clearly.	4	40	3	30	1	10	1	10	1	10
39	Students hardly use clues like word order and word stress to facilitate understanding of what they hear to compensate their listening.	1	10	1	10	1	10	3	30	4	40
40	In listening test, your students never ask for verification to check that they have understood something correctly.	1	10	0	0	1	10	2	20	6	60

Table no. 2(d) shows that 20% of the respondents agreed that sometimes, students perfectly understand a listening text but they are not able to perform the listening test successfully because of cultural offence. To this statement, 70% of the teachers disagreed to it while 10% were not sure about it. The teachers were then asked whether after listening phase, the students try to evaluate comprehension and strategy they used and the response was that 70 % of the respondents showed agreement towards the statement while 30% of them disagreed to the statement. The next statement was that in listening test, students never use listening strategies because they do not know them. Out of the total respondents, 40% agreed to it but 50% showed disagreement while 10% were unsure about it. To the statement that the role of social strategies such as clarification, verification and working together are effectively used in the classroom, 60% of the teachers showed their agreement while 30% showed disagreement and 10% were indifferent towards the statement. The thirty fifth statement was regarding that after listening, students often modify their strategies if necessary and 70% of the teachers agreed but 10% disagreed while 10 % were indifferent.

Regarding that despite students' poor judgment in listening, they could respond correctly what has been heard, 20% of the teachers agreed to it, while 70% disagreed and 10% were unsure about it. Listening strategies have close connection with listening skills was the next statement put forward to the teachers and 90% agreed to it while 10% disagreed. On the statement that guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when they do not hear something clearly, 70% of the teachers agreed but 20% disagreed and 10% showed indifference towards the statement. The other statement was that students hardly use clues like word order and word stress to facilitate understanding of what they hear to compensate their listening. To this statement, 20% of the teachers agreed but 70% of them disagreed while 10% showed indifference towards it. The fortieth statement was regarding that in listening test, the students never ask for verification to check that they have understood something correctly. Out of the total respondents, 10% agreed it while 80% disagreed and 10% were unsure about it.

41	Additional information about the nature of the text, the age and nationality of the writer help students to grasp the meaning of listening text.	3	30	3	30	1	10	2	20	1	10
42	Understanding and enjoyment of text depends upon background information of it.	2	20	3	30	2	20	1	10	2	20
43	Generally, the students know nothing about the events of author's life in listening text.	5	50	2	20	1	10	1	10	1	10
44	In most natural face to face interaction the listener have access to information about the features of context.	3	30	2	20	2	20	2	20	1	10
45	Co-text is specially the words surrounding something.	6	60	4	40	0	0	0	0	0	0
46	Context and co-text play significant role in listening.	5	50	4	40	0	0	1	10	0	0
47	A few words or a paragraph sometimes help students to understand the whole text in listening.	4	40	2	20	2	20	1	10	1	10
48	In listening test, the listener often confused if there is no indication of topic change.	4	40	3	30	0	0	1	10	2	20
49	Linguistic environment is more important than the social	2	20	2	20	2	20	2	20	2	20

	environment in listening.									
50	Generally, students listen in context of situation in which something happens and that helps to understand it.	3	30	3	30	1	10	2	20	1	10

Table no. 2 (e) shows that 60% of the respondents agreed to the statement that additional information about the nature of the text, the age and nationality of the writer help students to grasp the meaning of listening text but 30% disagreed while 10% showed their indifference. Similarly, the next statement was that understand and enjoyment of text depends upon the background information of it and 50% of the teachers agreed to it while 30% disagreed and 20% were unsure. The respondents were asked whether the students generally know nothing about the events of author's life in listening text. To this statement, 70% of the teachers agreed but 20% disagreed while 10% were not sure. The next statement was that in most natural face to face interaction the listeners have access to information about the features of context and the responses were that 50% of the respondents showed agreement but 30% showed their disagreement whereas 20% showed indifference towards it. The other statement was that co-text is specially the words surround something and all of the respondents agreed upon it.

The forty sixth statement that context and co-text play significant role in listening was agreed by 90% of the respondents and disagreed by 10%. The next statement regarding that a few words or a paragraph sometimes help students to understand the whole text in listening was agreed by 60% of the respondents whereas 20% disagreed and the same 20% were unsure about it. To the statement that in listening test, the listeners often are confused if there is no indication of topic change, 70% of the respondents showed agreement but 30% disagreed upon it. Linguistic environment is more important than the

social environment in listening was the next statement upon which 40% of the respondents agreed and the same 40% of them disagreed while 20% of the respondents showed indifference towards it. The last and the fiftieth statement was that generally students listen in context of situation in which something happens and that helps to understand it. Out of the total ten respondents, 60 % agreed to the statement but 30% of them disagreed while 10% were not sure about it.

3.3 Comparison of Listening Strategies Used by the Teachers and Students

Majority of the teachers ninety 90% and less than half of the students 43% agreed that listening strategies are more important than speaking, reading and writing strategies whereas more students (twenty six percent) and less number of teachers (ten percent) disagreed it. Similarly, 90% of the teachers and 58% of the students agreed that pre-listening, while listening and post listening strategies are successfully applied in the classroom but 33% of the students showed disagreement towards it. The number of teachers who agreed that in listening exercises, the students were encouraged by the teachers to follow listening strategies was 80% while that of students was 62% and the teachers who disagreed to it were 10% while the students were 22%. Similarly, 70% of the teachers and 51% of the students agreed that listening tests were often held at school in context while 20% teachers and 28% students disagreed to it. Similarly, out of 10 teachers, 80% agreed that they need to have good listening abilities while communicating with foreign English speakers while the students who agreed it were 47%. The teachers who disagreed to this statement were 20% and the students were 36%. Forty percent of the teachers and 47% of the students agreed that more emphasize should be given to listening strategies rather than speaking, reading and writing strategies. Out of the total, 80% of the teachers and 64% of the students agreed that listening strategies should be formally and informally discussed in the classroom while 10% teachers and 17% students disagree to it.

Regarding that listening exercises should be designed for enjoyment and for the context of the message rather than to support other and to judge the message, 60% of the teachers and 53% of the students show agreement but 30% of the teachers and 36% of the students disagreed it. Out of the total 40% of the teachers and 64% of the students agreed that making connections with background knowledge of the culture, topic and word were significant for good listening while 50% of the teachers and 20% of the students disagreed to it. Regarding that in listening exercises, the students identify the purpose of listening and become self-conscious and self-evaluate their overall comprehension progress, 50% of the teachers and 66% of the students agreed but 40% of the teachers and 21% of the students disagreed to it.

CHAPTER: FOUR
FINDINGS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusion and recommendations for the study. On the basis of the analysis and interpretation of the data, the summary, findings, conclusion and recommendations drawn are listed in this chapter which are as follows:

This research study entitled Use of Listening Strategies in Context and Co-text by English Teachers and Students was carried out to find the listening strategies used by English teachers and students of Surkhet valley. The study was mainly based on primary source of data collected from ten English teachers and one hundred students of ten secondary schools of Surkhet district. The secondary sources of data were various books, research reports, journals, articles, websites, etc. The primary data was collected from questionnaire and participating observation which were presented in tables and percentage. The collected data were then analyzed and interpreted. The objective of the study was to find out the types of listening strategies used by secondary level English teachers and students in context and co-text and to compare the listening strategies adopted by the teachers and the students.

4.1 Findings

The main purpose of the study was to find out listening strategies used by the English teachers and students of secondary level in Surkhet district. Many variables or factors influence the attitudes of people towards a particular subject. That is why; the researcher had pinpointed the shortcomings of the tests. Likewise, the study can be believed to be a good initiation which can be further validated, extended and administered to the wider population.

After the analysis and interpretation of data, the following findings have been deducted:

Findings on Listening Strategies Used by Students

i. It was found that out of 100 respondents, 43% of the students agreed that listening strategies are more important than speaking, reading and writing strategies but 26% of them disagreed to it. Majority of the respondents, i.e. 47% were found to show agreement that emphasize should be given to listening strategies rather than speaking, reading and writing strategies while 36% of them showed their disagreement. It was found that 62% of the respondents agreed that they need to have good listening abilities while communicating with foreign English speakers whereas 25% disagreed to it. Out of the total respondents 58% agreed that pre-listening, while listening and post listening strategies were successfully applied in their classroom but 9% showed their indifference towards the statement. Majority of the respondents 62% agreed that they were encouraged in listening exercises while 16% of them were ignorant. It was found that 51% of the respondents agreed that the listening tests were often held in their school whereas 28% disagreed to it. Out of the total respondents, 65% showed their agreement that students from private schools were better in using listening strategies than the ones from the public schools but 24% disagreed to it.

ii. It was found that out of the total respondents, 53% agreed that native listeners follow all the strategies in or outside the classroom while 21% were indifferent towards the statement. Likewise, 53% of the respondents agreed that listening exercises should be designed for enjoyment and for the context of the message rather than to support other and to judge the message whereas 11% were ignorant about it. It was also found that majority of the respondents (sixty seven percent) showed their agreement that listening exercises are totally neglected in the school of rural areas while 22% showed their disagreement. The study found that 49% of the respondents disagreed on the statement that background noise is essential for the listeners in listening texts and 40% agreed to it. It was found that majority of the respondents (fifty four percent) agreed that listener based strategies and text

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based strategies are equally important for good listening whereas 31% disagreed. It was found that out of the total respondents, 60% agreed that it is necessary to listen for main idea in the listener based strategies while 26% of them disagreed to it.

iii. The study found that 50% of the respondents agreed that teacher should stress the importance of the audience's role in a listening situation in pre-listening phase whereas 30% disagreed to it. Likewise, it was found that 59% of the respondents disagreed that they do not listen attentively as they do not know what it is about, but 32% of the students agreed to it. Out of the total respondents, it was found that 54% agreed that effective listeners monitor comprehension during listening phase but 33% disagreed to it. The researcher found that 46% of the respondents disagreed that sometimes, they perfectly understand a listening text but they are not able to perform the listening test successfully because of cultural offence and 36% of the respondents agreed to it.

iv. It was found that out of the total respondents, 32% agreed that in listening test, they never use listening strategies because they do not know them whereas 58% disagreed. The researcher found that 63% of the respondents agreed that they often modify their strategies if necessary but 7 % of them were indifferent. Majority of the respondents (sixty percent) agreed that listening strategies have close connection with listening skills 28% disagreed to it. It was found that out of the total, 39% of the respondents agreed that they never ask for verification whereas 48% disagreed to it. Likewise it was found that 49% of the respondents agreed that additional information about the nature of the text, age and nationality of the writer help students to gasp the meaning of listening text while 14% were indifferent to it.

v. It was found that out of the total respondents, 53% agreed that generally students know nothing about the events of author's life in listening text

whereas 12% were indifferent towards the statement. Similarly, it was found that 67% of the respondents showed their agreement that co-text is specially the words surround something and 9% were ignorant about it. Likewise, 68% of the respondents were found to be agreed that context and co-text play significant role in listening but 24% showed disagreement. It was found that out of the total respondents, 68% agreed that listening environment is more important than the social environment in listening whereas 22% disagreed to it. The researcher found that 50% of the respondents agreed on the statement that background noise like driving vehicles, music, outcry, clapping, etc. in audio cassettes help them to guess what the text is about but 35% disagreed to it.

Findings on Listening Strategies Used by English Teachers

i. It was found that 80% of the teachers agreed that listening strategies are more important than speaking, reading and writing strategies while 20% of them showed their disagreement. Majority of the respondents i.e. 90% agreed that pre-listening and post listening strategies are successfully applied in their classroom but 10% disagreed to it. The study found that 80% of the respondents agreed that they encourage their students to follow the listening strategies appropriately but 10% disagreed to it. It was found that 70% of the respondents agreed that listening tests are often held in their schools but 10% were ignorant about it. The researcher found that 80% of the respondents agreed that listening strategies assist the students to do their listening exercises properly in textbook while 10% disagreed to it. Out of the total 10 respondents, it was found that 80% of the respondents agreed that we need to have good listening skills while communicating with foreign English speakers but 20% disagreed. It was found that 80% of the respondents agreed that listening strategies should be formally and informally discussed in the classroom but 10% showed disagreement.

ii. It was found that out of 10 respondents, 90% agreed that they prepare their students for listening while 10 % disagreed. The study found that 80% of the respondents agreed that students from private schools are better in using listening strategies than the ones from the public schools while 20% disagreed to it. It was found that 70% of the respondents agreed that it is necessary to focus on listening exercises in classroom teaching as the students seldom fail in SLC listening and speaking test but 20% disagreed to it. The researcher found that 70% of the respondents agreed that background noise is not essential for the listeners in listening tests but 20% agreed to it.

iii. It was found that out of 10 respondents, 50% agreed that in listening exercises the students identify the purpose of learning and become self conscious and self-evaluate their overall comprehension progress whereas 40 percent disagreed. Likewise, it was found that 70% of the respondents agreed that before listening phase, the teacher and the students should plan for the listening task but 30% disagreed to it. It was found that 50% of the respondents agreed that during listening phase, the students can predict what will be said next but 40% disagreed to it.

iv. The study found that 20% of the respondents agreed that sometimes, students perfectly understand a listening text but they are not able to perform the listening test successfully because of cultural offence but 70% of them disagreed. It was found that 60% of the respondents agreed that the role of social strategies such as clarification, verification and working together are effectively used in the classroom but 30% disagreed to it. It was also found that 70% of the respondents agreed that after listening, students often modify their strategies if necessary but 10% disagreed to it. The study found that 20% of the respondents agreed that despite students' poor judgment in listening, they can respond correctly what has been heard but 70% disagreed to it.

v. The study found that 60% of the respondents agreed that additional information about the nature of the text, the age and nationality of the writer help students to grasp the meaning of listening text but 30% disagreed to it. Likewise, it was also found that 50% of the respondents agreed that understand and enjoyment of text depends upon the background information of it while 30% disagreed. Out of the total the forty sixth statement that context and co-text play significant role in listening was agreed by 90% of the respondents and disagreed by 10%. The next statement regarding that a few words or a paragraph sometimes help students to understand the whole text in listening was agreed by 60% of the respondents whereas 20% disagreed and the same 20% were unsure about it. To the statement that in listening test, the listeners often are confused if there is no indication of topic change, 70% of the respondents showed agreement but 30% disagreed to it. Linguistic environment is more important than the social environment in listening was the next statement upon which 40% of the respondents agreed and the same 40% of them disagreed while 20% of the respondents showed indifference towards it. The last and the fiftieth statement was that generally students listen in context of situation in which something happens and that helps to understand it. Out of the total ten respondents, 60% agreed upon the statement but 30% of them disagreed while 10% were not sure about it.

4.2 Recommendations of the Study

On the basis of the findings above, the following recommendation can be drawn:

i.   New and untrained English teachers should be given trainings on the techniques of teaching and listening strategies so that these strategies are given due importance in their classroom teaching.

ii.   Listening skills are neither taught nor tested in primary or lower secondary levels. So, teaching as well as listening strategies should be implemented from the primary level with the frequent follow up.

iii. A provision of listening skills along with its strategies should be introduced to higher education considering the global importance of English language.

iv.   Listening skills and strategies should be internally tested from the primary level by the concerned teachers on the basis of classroom activities.

v.   The concerned monitors should be ensured of the availability of good cassette players in the test centers prior to the listening tests.

vi.   The monitors should be given enough time (not only two days) to run listening so that they can give allocated time to the students.

vii. Public school English teachers should be motivated and directed towards assessing listening skills with its strategies of the students frequently.

viii. Schools should manage or should provide some portion of budget to purchase materials to teach and assess listening skills.

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APPENDIX: 1

Student's Inventory on 'Use of Listening Strategies in Context and Co-text'

Student's Name: Roll No:

School: District:

Class: Full Marks: 50

Please go through the following statements and put a tick (   ) against the alternatives.

S.A. = Strongly agree	A. = Agree	D. = Disagree
U. = Unsure	S.D.= Strongly disagree	

1. Listening strategies are more important than speaking, reading and writing strategies.

2. More emphasize should be given to listening strategies rather than speaking, reading and writing strategies.

3. Generally, we need to have good listening abilities while communicating with foreign English speakers.

4. Pre-listening, while listening and post listening strategies are successfully applied in your classroom.

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5. In listening exercises, you are encouraged to follow the listening strategies
appropriately.

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6. Listening tests are often held at your school in context.

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7. Teacher prepares you for listening tests in your classroom.

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8. Listening strategies assist to do your listening exercises properly in text book.

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9. Listening strategies should be formally and informally discussed in the classroom.

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10. Students from private schools are better in using listening strategies than the ones from the public school.

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11. Native listeners follow all the strategies in or outside the classroom respectively.

12. Listening exercises should be designed for enjoyment and for the context of the message rather than to support other and to judge the message.

13. Listening exercises are totally neglected in the school of rural areas.

14. 'Background noise' is not essential for the listeners in listening tests.

15. Making connections with background knowledge that include the knowledge of the culture, the topic and word are significant for the good listener.

16. Listener based strategies and text based strategies are equally important for good listening .

17. It is necessary to listen for main idea in listener based strategies.

18. Listeners are supposed to listen for specific details in text based strategies.

19. In listening exercises, you identify the purpose of listening and become self-conscious and self evaluate your overall comprehension progress.

20. In pre-listening phase, the teacher and the students should plan for the listening task.

21. Teacher should stress the importance of the audience's role in a listening situation in pre-listening phase

22. In pre-listening phase, you have sufficient information about the speaker, topic, purpose, concepts and vocabulary.

23. In listening test, you do not listen attentively because you do not know what it is about.

24. During listening phase, you predict what will be said next.

25. Making connections with people, places, situations and ideas are essential for good listening.

26. In the listening test, you determine speaker's intent by listening between lines' infer what the speaker does not actually say.

27. Effective listeners monitor comprehension during listening phase.

28. While listening phase, effective listeners pay to those words and ideas that are unclear.

29. Sometimes, you perfectly understand a listening text but you can not be able to perform the listening text successfully because of cultural offence.

30. After listening phase, you try to evaluate comprehension and strategy you used.

31. In listening test, you never use listening strategies because you do not know them.

32. The role of social strategies such a clarification, verification and working together are effectively used in the classroom.

33. After listening, you often modify your strategies if necessary.

34. Despite your poor judgement in listening, you can respond correctly what has been heard.

35. Listening strategies have close connections with listening skills.

36. Guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when you do not hear something clearly.

37. To compensate your listening, you hardly use clues like word order and word stress to facilitate your understanding of what you hear.

38. In listening test, you never ask for verification to check that you have understood something correctly.

39. Additional information about the nature of text, the age and nationality of the writer help students to grasp the meaning of listening text.

40. Understanding and enjoyment of text depends upon background information of it.

41. Generally, students know nothing about the events of author's life in listening text.

42. In most natural face to face interaction the listener have access to information about the features of context.

43. Co-text is specially the words surrounding something.

44. Context and co-text play significant role in listening.

45. A few words or a paragraph sometimes help students to understand the whole text in listening.

46. In listening test, the listener often confused it there is no indication of topic change.

47. Linguistic environment is more important than the social environment in listening.

48. Generally, you listen in context of situation in which something happens and that helps to understand it.

49. It is easy to comprehend given listening texts if learners have no problems dealing with 'technical aspects' of the language**.**

50. Background noise in audio cassettes e.g. driving vehicles, music, outcry, clapping etc. help

You to guess what the text is about

If you have got different opinions about 'Use of Listening Strategies in Context and Co-text, please write them down below: (Please do not exceed 50 words for each comment.)

Thank you very much for your help!!!

Researcher
Sagar Bhattarai
M. Ed. Second Year
Surkhet Campus Education

APPENDIX: 2

English Teacher's Inventory on 'Use of Listening Strategies in Context and Co-text'

Dear teacher
Namaste !!!

This inventory is designed to study 'Use of Listening Strategies in Context and Co-text' as a part of M. Ed. thesis writing.
I kindly request you to indicate your opinions after each statement by putting a tick mark in the box that best indicates what your believe.
The information you provide through this inventory will not be available to anyone except to the researcher for use in this particular study and your identity will be kept anonymous.

Thank you for kind co-operation.

Name: Qualification:

Experience as an English Teacher (Year):

Working Place:

Please go through the following statements and put a tick (   ) against the alternatives.

S.A. = Strongly agree	A. = Agree	D. = Disagree
U. = Unsure	S.D.= Strongly disagree	

1. Listening strategies are prior to speaking, reading, writing strategies. So, they are more important than speaking, reading and writing strategies.

2. Pre-listening, while listening and post listening strategies are successfully applied in your classroom.

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3. In listening exercises, you encourage your students to follow the listening strategies appropriately.

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4. Students follow the strategies in your classroom when you prepare them for listening.

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5. Listening tests are often held at your school in context.

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6. Listening strategies assist the students to do their listening exercises properly in text book.

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7. Generally, we need to have good listening abilities while communicating with foreign English speakers.

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8. More emphasize should be given to listening strategies rather than speaking, reading and writing strategies.

9. You give more emphasize to listening strategies rather than speaking, reading and writing strategies.

10. Listening strategies should be formally and informally discussed in the classroom.

11. You prepare your students for listening.

12. Students from private schools are better in using listening strategies than the ones from the public school.

13. Listening exercises should be designed for joyment and for the context of the message rather than to support other and to judge the message.

14. It is not necessary to focus on listening exercises in classroom teaching as your

students seldom fail in SLC listening and speaking tests.

15. Listening exercises are totally neglected in the school of rural areas.

16. 'Background noise' is not essential for the listeners in listening tests.

17. Making connections with background knowledge that include the knowledge of the culture, the topic and the word are significant for the good listener.

18. Listener based strategies and text based strategies are equally important in listening.

19. It is necessary to listen for main idea in listener based strategies.

20. Listeners are supposed to listen for specific details in text based strategies.

21. In listening exercises, your students identify the purpose of listening and become self-conscious and self evaluate their overall comprehension progress.

22. Before listening phase, the teacher and the students should plan for the listening task.

23. Teacher should stress the importance of the audience's role in a listening situation in pre-listening phase.

24. In pre-listening phase, your students have sufficient information about the speaker, topic, purpose, concepts and vocabulary.

25. In listening test, your students do not listen attentively because they do not know what is about.

26. During listening phase, your students can predict what will be said next.

27. Making connections with people, places, situations and ideas are essential for good
 listening.

28. In the listening test, your students determine speaker's intent by listening between lines' infer what the speaker does not actually say.

29. Effective listeners monitor comprehension during listening phase.

30. While listening phase, effective listeners pay to those words and ideas that are unclear.

31. Sometimes, students perfectly understand a listening text but they can not be able to perform the listening text successfully because of cultural offence.

32. After listening phase, your students try to evaluate comprehension and strategy they used.

33. In listening test, students never use listening strategies because they do not know them.

34. The role of social strategies such a clarification, verification and working together are effectively used in the classroom.

35. After listening, students often modify their strategies if necessary.

36. Despite students' poor judgement in listening, they can respond correctly what has been heard.

37. Listening strategies have close connections with listening skills.

38. Guessing the meaning of certain words or pieces of information help students to overcome the knowledge of limitations when they do not hear something clearly.

39. Students hardly use clues like word order and word stress to facilitate understanding of what they hear to compensate their listening.

40. In listening test, your students never ask for verification to check that they have understood something correctly.

41. Additional information about the nature of text, the age and nationality of the writer help students to grasp the meaning of listening text.

42. Understanding and enjoyment of text depends upon background information of it.

43. Generally, students know nothing about the events of author's life in listening text.

44. In most natural face to face interaction the listener have access to information about the features of context.

45. Co-text is specially the words surrounding something.

46. Context and co-text play significant role in listening.

47. A few words or a paragraph sometimes help students to understand the text in listening.

48. In listening test, the listener often confused it there is no indication of topic change.

49. Linguistic environment is more important than the social environment in listening.

50. Generally, students listen in context of situation in which something happens and that helps to understand it.

If you have got different opinions about 'Use of Listening Strategies in Context and Co-text, please write them down below: (Please do not exceed 50 words for each comment.)

Thank you very much for your help!!!

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