A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

Research Project

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Declaration

I hereby declare that the project entitled **"A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block".**submitted by me to the State Council of Educational Research and training ,Chennai under Research work- 2023 is the original and independent action research work carried out under the guidance of **Dr P.Selvi** Principal, DIET, Palayampatti, Virudhunagar District. This work has not been submitted earlier for completing any Research project work or other similar titles in this or any other institution .

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       I hereby declare that the project entitled "A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block".Submitted by me to the State Council of Educational Research and Training , Chennai - 6 embodies the results of Research work carried out by E. Bhuvaneswari Lecturer, DIET , Palayampatti, Virudhunagar District. This work has not been submitted earlier for completing any Research Project work or other similar titles in this or any other institution

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CHAPTER ONE

1.1 Introduction

"Education is the manifestation of the perfection already in man"

- Swami Vivekananda

Swami Vivekananda defines education as 'the manifestation of the perfection already in man' (1993: 55). First of all, the word 'manifestation' implies that something already exists and is waiting to be expressed. The main focus in learning is to make the hidden ability of a learner manifest. According to him, knowledge is inherent in man, not acquired from external sources. Like sparks in a flint, knowledge is potentially there in human mind. The stimulus of education causes the friction that ignites the fire of knowledge. It is the unfolding of the petals of one's own mind. 'Manifestation' indicates spontaneous growth, provided that the impediments, if any, are removed. Vivekananda said "what a man learns is really what he 'discovers', by taking the cover off his own soul, which is a mine of infinite knowledge" Thus, according to Vivekananda, education is the discovery of the inner self i.e. self-revelation. It is not an imposition on the individual of certain borrowed ideas from the external sources, but a natural process of enfoldment of all the inherent powers which lie in dormant condition in an individual. Education is development from within. His thoughts on education ought to be seriously re-examined today.

1.2 English is an international language.

Many countries in the world consider that English language is necessary to be learned by students or society in general. Similarly, In India, English lesson is included in the curriculum which is needed to be taught intensively in school. This situation required students to master

four basic skills in English. These basic skills are reading, writing, speaking, and listening which is essential to develop the communicative needs of the learners. Ardila (2013) pointed out that the four main skills are classified into two types: firstly is receptive, there are reading and listening skills, where language is developed through receiving ideas or message and secondly is productive, writing and speaking skills where the language is produced. Furthermore, among those skills, listening has an important place in language learning as one of four major skills in language acquisition (Ranukadevi, 2014, p. 59).

1.3 Listening Skills

Listening is considered as one of the basis of communication and one of the main issue in language teaching. Currently, communication is a crucial tool for human and all the other social systems. The importance of communication has increased today because it is basic tool of providing and accepting 2 information. Listening is an activity that mostly do by people in communicating. Moreover, listening holds an important role in foreign language learning. Although the other skills such as reading, speaking, and writing are essential to develop language proficiency, listening contributes primary role in language mastery.

Anderson and Lync (2003, p. 9) stated that listeners only become aware of spoken language when they are in unfamiliar listening environment, such as listening to a language which is not being mastered yet. Therefore, listening stimulates the awareness of language as it is a receptive skill that first develops in a human being. Learning to listen to the target language is certainly improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. Other than being the primary form of

communication, listening helps the language learner to understand the beauty of the language (Renukadevi. 2014).

Listening is the active process of attending, perceiving, interpreting, and responding to the spoken language, such as messages or pieces of information which are delivered by a speaker. That is how listening skill requires more attention and interpretation toward the speaker. Besides, listening is a quite influenced skill in the mastery of English language. Due to the listening is receptive language skill that makes users understand the language in depth, making it easy and able to produce a language. 3 In addition, developing the students' listening skills is directly related to putting forward the factors that take part in the listening process.

In other words, determining the factors that play role in the listening process is essential not only to the schools and families that educate students but also to the institutions that train teachers. For instance, some students in the listening course are obtained good score in listening test and some other are not. Thus the writer assumes there must be various factors that influence the success of listening achievement. Since listening is an important skill for English learners, teachers have to consider the kind of teaching methodologies or teaching strategies to optimize learner's knowledge of target language to break their obstacles and develop their listening skill. Furthermore, students should learn and practice this skill to complete their mastery in English language and they should also obtain a high achievement in schools and colleges.

Listening has an important role in our live. Krashen (1981) brought attention to the role of listening which is as a tool for

understanding and a key factor in facilitating language learning. Listening is not only as the first of the language arts skills developed, but it is also a skill which is most frequently used both in the classroom and daily life (Syam & Rahman, 2015). Listening skill has a significant function in foreign language lerning. Today, many learners want to develop effective listening because it is crucial to their studies for several reasons. First, listening is essentially an active process in the area of perceiving or comprehending the sounds of English and recognizing the words. Listening can help the students to build vocabulary, to develop language proficiency, and also to improve language usage.

Listening is not only hearing but also understanding the ideas. Nadig, Larry (2008) stated "we were gives two ears but only one mouth, because listening is twice as hard as talking". In addition Byrne, D (1996) stated that certain varieties of the language and certain topics make it more difficult to understand and required to listen for without participating, may cause memory problems of even fatigue, so in the end we simply no longer listen with understanding. That is why listening skill should not be learned haphazardly but should be taught in various ways to make the students more interested in learning it.

Howatt and Dakin (1974) stated that listening is the ability to identify and understand what others are saying. This involved understanding a speaker's accent or pronunciation, his grammar, his vocabulary and grasping his meaning. In addition Imhof (2010:6) defined listening as a cognitive process where one evaluates and responds the spoken messages. This involved the absorption of the meanings of words and sentences by the brain. Then, listening is the ability of someone in

grasping the spoken message. The goals for listening program According to Byrne (1969) stated the goals for listening program, they are:

➢ To give the learner experience to listen a wide variety of samples of spoken.

➢ To train the learners to listen flexibility for doing something to provide, through listening stimulus for other activities, and

➢ To give the learners opportunities or interact while listening.

1.4 The Process of listening

Pretty and Jensen in Darmawati L (2001:5) divided the listening process into four steps, they are:

✓ Hearing. We hear a series sounds, the actual word and sentences.

✓ Understanding. We understand the meaning of all the words and sentences in the context I which we have heard.

✓ Evaluating. We evaluate the meaning of words that we heard whether accept or reject the communication.

✓ Responding. We respond about what we have heard with further thought,whether bodily movement, facial expression or audible reaction.

The strategies of listening base on Cambridge skills for fluency in listening book (2005:3) mentioned the strategies which help us to make sentence of what we are listening to;

✧ Predictions about what the speaker is going to say next or where they are: discourse is leading to;

✧ Matching what we hear against our own experience, knowledge of the world and preconceptions;

✧ Trying to visualize elements of what we hear, and form a mental picture that corresponds roughly to that of the speaker;

- ✧ Distinguishing the main point of what we hear from less important details, and 'following the thread' of a conversation or anecdote;
- ✧ Listening out for particular points of detail that are especially relevant to us;
- ✧ Inferring information about the speaker and their situation that is implied in what we hear.
- ✧ Monitoring comprehension during a listening task It is important the students monitor their comprehension and make a decision in answering the questions during the listening activity.

Vandergrift (2016) exposed that the students need to evaluate continually what they are comprehending and check, they are:

- ✧ Consistency with their predictions
- ✧ Internal consistency (e.g the ongoing interpretation of the oral text or interaction) During this process the teacher cannot intervene because of the ephemeral nature of listening. In addition, Periodic practice in decision-making skills and strategy use can sharpen inference skills and help students to monitor more effectively.

1.5 The role of listening

Listening is a cognitively demanding and complex process which involves interpreting the sounds in a text to achieve meaningful contents. The fact that listening used to be considered as a passive, receptive skill, as opposed to active, productive speaking and writing skills, has unfavorably simplified the complexity of this area with all its mental processing demand on learners. In fact, it has been increasingly acknowledged that listening comprehension plays a major role in facilitating language learning. The development of effective listening skills should be viewed not only as a valuable process in its own right but

also as an indispensable part of support to development of language use, including speaking and reading.

1.6 Listening comprehension

Anderson (1983, 1985) differentiates listening comprehension into three interrelated and recursive process: perceptual processing, parsing, and utilization. During a single listening event, the process may flow one into the other and recycle, and may be modified based on what occurs in prior or subsequent processes.

Perceptual processing is the first stage of information processing. It is the encoding of the acoustic or written message. In listening this involves segmenting phonemes from the continuous speech stream (Anderson, 1985). In the perceptual processing, listeners' attention focuses mainly on the listening materials. They discriminate the sounds, words and sentences, at the same time, store them in short-term memory. During this process, attention may be directed selectively to some special aspects of the task or the context that will be more useful incomprehension. In listening, these aspects might include pauses and acoustic emphasis that provide clues to segmentation (O'Malley & Chamot, 1990).

In perceptual processing, the capacity limitations of sensory stores prevent specific word sequences from being retained longer than a few seconds, and new information replaces former information almost immediately. As a result, attention must be directed selectively to the context that will be useful in comprehension or aspects of the task which might be phonological features of the message, such as pauses and

acoustic emphases that provide clues to segmentation. And sounds perceived are temporarily stored in sensory stores.

In the second phase of listening comprehension, parsing, the sounds stored in sensory stores are segmented into words, phrases, clauses or other linguistic units which are used to construct meaningful mental representations.Listeners try to match words that are heard with a type of dictionary in permanent memory that enables us to identify the meanings of individual words. Somehow the context limits the amount of metal space that has to be searched to get the right meaning. That is, the context automatically makes particular meanings of words available to us. Variations in the amount of information retained in permanent memory, the way in which that information is organized and the access listeners have to that information all contribute to different abilities in listening comprehension.

The third stage, utilization, consists of relating the information heard to existing knowledge, which will assist in interpreting the text's meaning. Existing knowledge is stored permanent memory in propositions and in schemata, which is activated to the degree that it is related to the new information in working memory so that when input and knowledge are matched against each other, comprehension takes place. We may also put the three stages of listening comprehension process another way, first we identify the given new information, we then find an antecedent in memory related to the given information, and finally we attach the new information to this spot in memory. In a word, listening comprehension entails a lot of complex mental work with many factors having a hand in it, which serve either to detract from or to facilitate the listener's second language comprehension.

1.7 Listening Strategies

The challenging of listening performance is that it places pressure on learners not only to pay full attention to and process information in a timely manner but also to utilize an array of functions such as planning, monitoring, inferencing, imagery-elaboration, summarization, repetition, resourcing, note- taking, and so on. The application of strategy requires a high degree of intellectual consciousness and goal orientation in which entails working memory, organizing words in clusters, and tackling unfamiliar linguistic data. The connection between the purpose of listening and the skills being employed (such as guessing, clustering, or memorizing) is an essential factor in listening ability.

The most challenging aspect of listening is that it requires learners to weave multiple components into a single meaning or set of meanings. This practice is also known as input processing which falls into four categories namely meta cognitive strategies, cognitive strategies, and social-affective strategies (see, for example, O'malley & Chamot, 1990; Laurens Vandergrift, 1997).

1) Cognitive strategies are utilized to process, understand, collect and remember knowledge.

2) Metacognitive strategies are for administering and assisting intellectual procedures as well as for handling with obstacles through listening.

3) Social- affective listening strategies are applied to procure the assistance of others/interlocutors to help understanding and to facilitate students handle negative feelings such as anxiety. The third type is also known as the cooperative listening technique which is best used for teaching a group of learners.

1.8 English language listening strategies

Western study of second language\foreign language listening comprehension strategies regards learning strategies as its theoretical framework, therefore many scholars consider listening comprehension strategies as learning strategies. As for the definition of learning strategies in the literature, there are no universally agreed point of views. Different scholars give different definition from different angles. Chatom (1987) points out that learning strategy are techniques, approaches or deliberate actions that students take in order to facilitate learning and recall of both linguistic and content area information. Oxford (1990) defines language learning strategy as conscious step or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of information.

Ellis (1994) points out a strategy, which consists of mental or behavioral activity relates to some specific stage in the overall process of language acquisition or language use. According to him, learning strategy has the following characteristics:

1) Strategies refer to both general approaches and specific actions or techniques used to learn a L2.

2) Strategies are problem-oriented the learner deploys a strategy to overcome some particular learning problems.

3) Learners are generally aware of the strategies they use and can identify what they consist of if they are asked to pay attention to what they are doing/thinking.

4) Strategies involve linguistic *behaviour* and non-linguistic *behaviour*.

5) Linguistic strategies can be performed in the L1 and in the L2.

6) Some strategies are *behavioural* while others are mental. Thus some strategies are directly observable, while others are not.

7) Strategies contribute indirectly or directly to learning by providing learners with data about the L2 which they can then process.

8) Strategies use varies considerably as a result of both the kind of task the learner is engaged in and individual learner preferences.

According to O'Malley & ot, three major types of strategy are distinguished in accordance with the information-processing model; cognitive strategies, meta-cognitive strategies and social/affective strategies.

1.Cognitive strategies

Cognitive strategies refer to the steps or operations used in problem-solving that require direct analysis, transformation or synthesis of learning materials (Rubin, 1981). Generally, cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning, while they may be limited in application to the specific type of task in the learning activity. Typical cognitive strategies for listening comprehension include rehearsal, organization, inferencing, summarizing, deduction, imagery, transfer, elaboration etc.

2.Meta-cognitive strategies

Meta-cognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of learning a*ctivities (Brown et al., 1983).* Meta-cognitive strategies are applicable to a variety of learning tasks (Nisbet & Shucksmith, 1986). Advanced meta-cognitive learners make a general but comprehensive preview of the concept or principle in an anticipated learning activity and decide in advance to attend in general to a learning task and to ignore irrelevant

Meta-cognitive strategies for receptive or productive language tasks include selective attention, planning, monitoring, evaluation etc. Social/affective strategies concern the ways in which learners interact with other learners and native speakers. They represent a

broad grouping that involves either interaction with another person or ideational control over affect. Cooperation, self-questioning, and self-talk are the typical.

3.Social/affective strategies

Based on O'Malley's & Chamot's (1990) listening strategies and combined with the unique characteristics of listening comprehension process, the author summed up a set of listening strategies, which is mainly divided intothree categories, that is, cognitive strategies, meta-cognitive strategies and social/affective strategies. They are subdivided into 31 strategies: language awareness, advanced preparation, directed attention, selective attention, self-management, self-monitoring, self-assessment, utilization of resources, repetition, induction, deductive reasoning, analysis, imagination, hearing recurrence, using the key words, connection between old and new knowledge, migration, reasoning, note-taking, summary, restructuring, translation, identifying and using the *f*ixed language collocation, listening to real corpora, cultivating interest, relieving anxiety, encouraging yourself, exchanging position, clarifying issues, cooperative learning.

Through the above the definition and classification of listening strategies, we can see that strategy is the decision the listeners make and the specific methods and behaviors the listeners adopt in order to listen effectively and comprehensively.

1.9 Listening ability

Listening ability is often well connected with factors such as age, rate of speech, word boundaries, performance stress, visualization, the purpose of listening and learners' attitude toward the target language. Among these, the purpose of listening of great importance as it governs strategy choice and comprehensibility. Listening is a requirement in the

development of literacy as it is closely connected with speaking facility. Key approaches to listening practice include cooperative listening, learner- centeredness and consciousness and goal-directness (Goh, 2002). In the 1990s it was recognized that grasping a sense of context is the key to effective listening, which has led to the understanding that top-down processing supports learners best when they utilize their knowledge of context to make sense of listening texts. Bottom-up processing, in the meanwhile, is useful only when learners do not have a sufficient amount of vocabulary and structures for comprehension. It was commonly agreed that these two approaches are not mutually related.

Metacognition, which is the ability to reflect on and control one's own learning and which according to (Wang, Haertel, & Walberg, 1990) is one of the most reliable predictors of learning, plays an essential role in listening skills development. This conception is sometimes interpreted with sub-division into metacognitive knowledge, metacognitive awareness, metacognitive instruction and metacognitive strategies. Although these terms are sometimes used interchangeably, they do not always mean in the same way. Metacognitive knowledge denotes learners' personal knowledge and beliefs about L2 learning.

Metacognitive awareness is about how learners can consider and identify effective strategies and learners' differences in such awareness will lead to different strategy choices. Metacognitive instruction refers to the elicitation of learners' knowledge about how to listen and how to employ various skills for optimal comprehension. Metacognitive strategies, which (Bachman & Palmer, 1996) also regard as strategic competence, serve not only to manage the mental process to cope with learning difficulties but also to enable learners to explain how they cope with listening materials. By and large, recent research into

metacognition has provided preliminary evidence that effective listening performance can happen through classroom instruction.

Some of the key research findings from research into listening performance include a relationship between high self-determination or intrinsic motivation and the decision to employ metacognitive listening strategies (Larry Vandergrift, 2005), the use of prosodic sentence-processing strategies across learners of various age groups and backgrounds (Harley, 2000), the role of visualization-relaxation training and listening anxiety (Arnold, 2000), the importance of prior knowledge in memory performance (Seo, 2002), the positive influence of listening support over the quality of learners' strategy use (Chang, 2008), effective comprehension thanks to combined mental tactics (Goh, 2002), the recognized challenge of listening due to speed, stream of words and sense-making ability (Graham, 2006), the positive role of prediction in activating students' comprehension sensitivity and metacognitive knowledge (Larry Vandergrift, 2002), the importance of self-monitoring in listening performance (Imhof, 2001), the optimistic role of cooperative listening in promoting strategic listening comprehension (Djiwandono, 2006), the connectedness between strategy choice and stages of learning (Takeuchi, 2003), the increase of top-down and social listening strategies among overseas students (Cubillos, Chieffo, & Fan, 2008), and so on.

Important areas in listening strategy which need further exploration are audiovisual listening (Seo, 2002), learners' beliefs about listening (Graham, 2006), and the role of metacognitive instruction to listening development (Goh, 2008). Besides, until recently there have been fewer studies focusing the training of language learning strategies in classroom settings (Chamot, 2005).

1.10 Teachers listening strategy

Teachers' role in understanding learners' existing strategy use is of great importance, which requires teachers to be equipped with knowledge and understanding of the listening process in order to assist students' listening practice effectively. Together with such understanding, the second language curriculum must account for the cognitive, affective, and behavioural dimensions of effective/appropriate listening.

Teachers first of all need to be aware of the beliefs that learners hold, particularly where they perceive listening as a skill in which progress is difficult to achieve. In particular, it is helpful to help student cope with anxiety as this felling often inhibits their performance in the second language. It is because learners' belief in their ability to carry out specific tasks success fully is crucial to development of effective listening skills. Anxiety can be reduced through goal-directedness, good attention, positive attitude, background knowledge of the listening content, and appropriate strategies (such as selecting when to employ top-down and bottom-up processing). It is essential to make learners aware of their learning process and the use of different strategies that meet the requirements of different learning tasks and situations.

Secondly, it is imperative to help learners to become aware of their use of strategies and trying to improve the use of such strategies might help them enhance their general listening ability. It is important to pay attention to cues used by listeners, the sequence of listening, differences between more-and less-proficient listeners, listening strategy instruction, strategies versus tactics and identifying listening problems. It is essential that students are equipped with a wide array of learning strategies and the skills required for developing effective listening ability such as word recognition, guessing, comprehending, lip-reading, body

language, authentic conversation involvement, as well as language prosody such as rhythm, stress and intonation.

Thirdly, understanding the type of texts and the nature of tasks is also a necessary step to take into account. Teachers should be able to help learners to discover key aspects of the listening process so as to prepare them with appropriate mental and emotional responses. When learners become aware of the nature and demands of listening to another language, they will be in a better position to evaluate and manage their own learning.

Fourthly, it is important that students are provided with the suitable materials to listen to. These materials should come in a variety of forms and levels, which may be coupled with teacher and peer input as well as interaction as information source and combination with other skills. When it comes to the choice and value of such resources, a useful way of listening development is extensive listening, which has originated from extensive reading, an approach that aims to improve a variety of reading skills through exposure to materials that approximately match proficiency level. It is through exposure to extensive and various listening texts that learners gain opportunities to practice and refine their listening process, recognize linguistic and lexical features, and increase cultural knowledge related to the target language.

Finally, in today's context where communication technology and business environments have changed considerably in recent years, multimedia learning environments can assist second language students in the process of listening comprehension. For example, the use of pictorial annotations, that is, associating words with images, has the ability to support learners in the acquisition of new vocabulary and in comprehension.

As a matter of fact, a good understanding in student interactions with digital media is also helpful in teachers' decision toward effective instruction. Other areas of attention comprise opportunities to explore various strategies and genres, providing timely feedback, being goal-oriented during practice, developing self-regulated strategies without distraction, understanding context-specific strategies (Cohen, 2003; Goh & Taib, 2006; Imhof, 2001), participating in real-life communication (Jou, 2010), developing a performance checklist, as well as focusing both on the process and product of listening (Larry Vandergrift, 1999). The social climate of the classroom also plays a role in training learners with listening motivation, efficiency (Alavinia & Mollahossein, 2012) and autonomy (Toepel, Pannekamp, & Alter, 2007)

1.11 **Rational*e* for the study**

There is evidence that English was taught to children in playgroups or kindergartens in Indonesia, where it was one of the foreign languages that was introduced to children from a young age. At the elementary school level, the same held true. English instruction started in junior high school at the first level and continued through university.

The ability to communicate in English would enable the students to connect in a global culture, absorb scientific advancements, and transmit information that arises in India. As such, English appears to be an absolute. There are four key English language abilities that must be taught in order to master the language: speaking, reading, and writing. Of course, using tactics that will be used in the learning process is necessary for the listening learning process. The chosen approach must take into account the demands of the students' listening learning process. Strategy and method are two different things; a strategy is a plan for achieving a goal, whereas a technique is a means of carrying out a strategy. As a

result, learning techniques and learning processes were distinct. As a result, there are several ways to learn tactics. Three listening tactics, in accordance with Hadijah & Shalawati, are as follows;

(a) Directed attention, selective attention, planning, monitoring and evaluation;

(b) Listening for gist and detail, inference, prediction, visualization, summarizing, and note-taking; and

(c) Social/affective strategies, like cooperation. Using the justification given above, it can be inferred that a learning strategy is a plan implemented by teachers to ensure that learning proceeds smoothly and successfully. The outcomes of student learning could be affected by the strategy choice. (Hadijah, S., & Shalawati 2018)

One of the ways that humans communicate is via listening. Humans are born with the ability to listen, and in this situation, listening was crucial to communication. Nunan (2003) noted that hearing is an active, deliberate process of interpreting what we hear. (Nunan 2003). Then, according to Nowruzi (2013), listening involves understanding words, phrases, clauses, sentences, and related conversation that have a meaning. (Nowruzi 2013). Furthermore, according to Mandarani (2016), listening is the act of paying attention, trying to grasp what is being said, as well as having the capacity to recognize and comprehend what others are saying. This involved a complicated process that enables the brain to interpret language and create meaning from sounds it receives. (Mandarani 2016)To acquire a high level of hearing comprehension, every English student has to have listening strategies. Listening strategies are techniques or skills that listeners can use to either directly or indirectly accomplish the goal of comprehending verbal input (Yulisa 2017). According to Ebadi and Oroji (2016), l

Listening comprehension tactics have been researched to assist students in making the learning process simpler. (Ebadi, F., & Oroji 2016). As a result, listening strategy is an action or method that significantly advances comprehension through input listening and memory. According to Amin et al. (2022), strategic listening is the process of being aware of the listening process, having a list of listening strategies, and knowing which one is best suited to which listening task. It also entails using a variety of listening strategies in combination with various listening tasks and being flexible in how you use those strategies. Listeners utilize listening comprehension strategies, which are universal acts, behaviors, methods, procedures, and plans, to understand oral tasks more quickly and easily. It might be argued that using listening techniques was the best approach to control and govern the listening comprehension process and get better results. (Amin, I. A. R., Amin, M. M., & Aly 2011)

A learning strategy is the way a person arranges and employs a certain set of skills in order to acquire material or carry out other tasks more successfully and effectively in academic and non-academic settings. Nofianis (2022) stated that the following factors affect students' learning strategy;

a. Physical Environment

1) The teacher must be able to set up the desk, chairs, and table in the classroom such that every student has an equal chance to listen and be listened to.

2) Workplaces must be situated close to one another so that staff members and students may communicate effectively and perhaps be forced to become better custodians.

3) The instructor should speak in a pleasant tone while offering detailed instructions.

4). Teachers must model behaviors that can persuade pupils to take on the roles of speaker and listener without much difficulty. For instance, taking part in symposiums, seminars, and panel discussions

b.Social Environment

When the teacher plans experiences that allow children to take advantage of the situation in the classroom to improve their communication skills, it is appropriate and in line with overall curriculum planning. The teacher creates an atmosphere that encourages children to experience, express, and evaluate ideas is very important to apply if communication skills and language arts are developed and develop. (Nofianis 2020) With effort and expertise, success can be attained or completed. To accomplish the curriculum's aims and objectives, though, a plan of action is required. Lack of teaching or approach is one of the variables that affects listening achievement and results in a deficit in listening abilities.

Teaching listening techniques encourages listening proficiency, develops students' self control learning habits, and enhances their capacity for autonomous learning. According to Amin et al. (2022), effective listening requires both linguistic understanding and effective listening techniques. As a result, it's crucial to teach language elements and listening techniques together. Students should be taught listening techniques so they can listen strategically. Additionally, those who have difficulty learning a language might be taught new techniques to assist them improve. It is clear that using effective listening techniques will help pupils improve their listening skills.

1.12.Statement of the problem

A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

1.13 Operational definition of the terms

1.13.1 Listening strategies

Listening strategies are techniques or skills that listeners can use to either directly or indirectly accomplish the goal of comprehending verbal input.

1.13.2 listening Achievement

Listening achievement is the active and dynamic process of attending, perceiving and responding to the auditory system.

1.13.3 High school students

The students who are studying in ninth standard in government aided and private schools.

1.13.4 Aruppukkottai block

It refers to the block where the high school students are studying in the Aruppukkottai block, which is an administrative region in Tamilnadu.

1.14 Objectives

1. To find out the significant difference if any, in the listening strategies of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

2. To find out the significant difference if any, in the listening achievement of the high school students with respect to the gender, locality of the school, type of the school, category of the school, education qualification of the father and education qualification of the mother.

3.To find out the significant difference if any, in the listening strategies of the high school teachers in teaching English and listening achievement of the high school students in Aruppukkottai block.

4.To find out significant relationship between listening strategy of the students and listening achievement of the high school students in Aruppukottai block.

1.15. Research questions

1.What are the strategies used by the students in English listening?

2.How is the listening achievement for 9th standard students?

3.What is the relationship between listening strategy of and listening achievement of the high school students.

1.16 Hypothesis

1.There is no significant difference in the listening strategies of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

2.There is no significant difference in the listening achievement of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

3.There is no significant difference in the listening strategies of the teachers in teaching English and listening achievement of the high school students in Aruppukkottai block.

4.There is no significant relationship between listening strategy of the students and listening achievement of the high school students in Aruppukottai block.

1.17 Sample

The investigator had selected the 250 ninth grade high school students from government, aided and private schools.

1.18 Method

The researcher used a survey method for this study.

1.19 Tools used for this method

The investigator had used the survey method and a simple randam sampling technique to collect the data. The researcher used questionnaires for the listening strategies of the students and teachers of high school students in Aruppukkottai block and conduct the listening achievement test using MCQ.

1.20 Statistical Techniques Used

For analysing and interpretating the collected datas, the investigator has done the following calculations.

1. Mean, Median, Mode

2. Average

3. Percentage Analysis

4. t – test

5. Anova test.

6. Correlaion

1.21 Delimitations of the study

1)This study is conducted to high schools in Aruppukkottai block in Virudhunagar district only.

2)The sample of the study is delimited to 250 ninth standard high school students from government, aided and private schools in Aruppukkottai block.

3)This study is delimited to only two variables- listening strategy of the high school students and listening strategies of the teacher.

1.22Conclusion

For the past years, there has been an explosion in the understanding of how students learn and study, and how teachers can help them to be more motivated strategic and self-regulated learners. This tendency calls for learners' responsibility for their own learning. In other words, students should become strategic learners who are active participants in their own learning rather than a passive receiver of what is taught. The role of the teacher is to help students develop strategies which enable them to become more independent as learners and to take some of the responsibility for their own learning . Therefore, the most important issue in education is how teachers can help their students become more autonomous, strategic, and motivated so that they can apply their efforts and strategies in a variety of meaningful contexts beyond school.

Chapter 2

Review Literature

CHAPTER – 2

REVIEW LITERATURE

2.1 Introduction

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help the author determine the nature of your research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work into the work at hand.

It creates a "landscape" for the reader, giving her or him a full understanding of the developments in the field. This landscape informs the reader that the author has indeed assimilated all or the vast majority of previous, significant works in the field into her or his research.

In writing the literature review, the purpose is to convey to the reader what knowledge and ideas have been established on a topic, and what their strengths and weaknesses are. The literature review must be defined by a guiding concept. It is not just a descriptive list of the material available, or a set of summaries heading.

2.2 Review studies

1.Factors affecting student's listening skill thesis by Nurhayani Nim(2019)

The present study aimed to identify the most important strategy used by students to improve their listening skill. The research conducted for the third semester students of English Language Education Department of Ar-Iranian State Islamic University who involve in listening class.The descriptive qualitative approach was implemented. The researcher used the purposive sampling. The results showed that the students' characteristics, classroom activities, a nd strategies implemented by students in practicing listening are the main affecting factors in improving students' listening ability. The majority of students believed that the diligence in practicing listening is the most important strategy.

2. A study on listening skills and perspective to first year students at English department of academic year by Stti Hadijah (2016)

This study is about the students' challenges in listening activities, their perspectives on listening subject, and positive factors on the students' success in listening. The researcher distributed questionnaire and conducted the listening test. The researcher used both quantitative and qualitative data to identify the students' listening skills, addressing challenges, main listening hindrance factors and learning experiences. The findings of this study revealed that the students faced problems in listening because they still could not complete the basic listening skills in the test. There were 5 factors influenced the students' listening skill; lack of practice, limited vocabulary mastery, native speakers' accent, pronunciation, and uninteresting learning materials. Moreover, their knowledge about English structure and good facilities in listening classes supported them to be able to figure out some challenges in listening activities. In addition, the students realized the important of the listening activities, but assistance from the teachers and some other students were

still needed during the teaching and learning activities. The researcher concluded that good listening skill still appeared as a challenge for the first year students at English Department.

3. A Study on Listening Strategies Instructed by Teachers and Strategies Used by Students by Xiaoli Bao(2017)

This research aimed to find out how students use and teachers teach listening strategies, making comparison and contrast between teachers and students in using listening strategies, and recommending some constructive suggestions related to listening activities. The research findings are: Strategies used by non-English majors and the strategies used by the teachers are medium level. The frequency of the application of meta-cognitive strategy is the highest and cognitive and social/affective strategies is equal. The teachers instruction strategies and the students' strategies are positively correlated and there is a certain disparity in social/affective strategies. The researcher found that teachers give equal importance to both cognitive strategy and social/affective strategies, but students rarely use the social/affective strategies.

4. A Study Of English Listening Strategy Training From The Perspective Of Information Processing Theory by M Fan(2008)

The author conducted a ten-week experiment for the college students to test whether or not listening strategy training can enhance EFL listeners' listening performance better than the traditional teaching method. The researcher concerned the listening comprehension, listening strategy and listening strategy training. The researcher implemented a strategy training experiment, whose basis is the six-step strategy-training model. The subjects are 130 sophomores majoring in Chinese chosen randomly by the researcher. The researcher assigned them into 3

classes,the control group, experimental group and the consult group.The experiment consists of a descriptive study and an interventionist study. In the descriptive study, the researcher pointed three research questions, (1) What are the major difficulties the students encounter in listening? (2) What are the major factors affecting students' listening comprehension? (3) What are the strategies students have already used in listening? Based on the analysis of the data collected and considering which learning strategies are correlated with the pre - experiment test scores, the researcher selected 11 strategies for the strategy training. In the interventionist study, the researcher selected the hypothesis that listening strategy training enhance EFL learners' listening performance better than the traditional teaching method does and the low-level students improve more than the competent students. The researcher implemented a 10 week SBI for the experimental group while teaching the control group in the traditional way. After ten weeks, students from both the experimental group and control group take a post-experiment test. The results of t-test showed the difference between the average score of the control group and the experimental group in the post-test is statistically significant which confirms the research hypothesis.

5. The Correlation between Listening Strategies and Students' Listening Achievement by Meri Anggraeni1(2019).

This study is to find out the relationship between students' listening achievement and their listening strategies in a high school in Toboli. 11th graders of 97 students were participated in this study. The researcher collected the datas by a questionnaire and a listening test. The findings showed that there was a high association between the use of cognitive methods and listening.

6.Strategies in Listening Comprehension - A Case Study at Budi Dharma Senior High School Dumai by T Fialatu Rahmi (2021)

The study explored the listening comprehension strategies used by the 11th students at Budi Dharma Senior High School in Dumai. The researcher was intended to find out the answer for two research questions: 1) What are the listening comprehension strategies used by the eleventh grade students of Budi Dharma Senior High School Dumai? 2) Why do the students use those strategies? The participants were 10 students. The investigator collected data by using a set of interview and questionnaire. The results showed that the most of students used meta cognitive strategy to increase their ability in listening.

6. Listening strategies used by students to deal with the challenges in academic listening course thesis submitted by Sarjana pendidikan(2015)

The researcher conducted this research to investigate the challenges faced by English Language Education program students in Academic Listening course and the strategies they used to deal with it. The researcher used an interview method in this study. Ten participants from Universitas Kristen Satya Wacana were involved in this study.. The result showed that the challenges faced by the students in this course were speech rate, vocabularies, and lack of concentration. To overcome these difficulties, there were six listening strategies used by the students. The six listening strategies were cognitive strategies, meta-cognitive strategies, memory-related strategies, compensatory strategies, affective strategies, and social strategies. However, the finding showed meta cognitive strategies was used mostly by the students than other listening strategies.

8. Listening comprehension strategies of Arabic -speaking ESL learners submitted by Foued Abdalhamid(2012).

The main aim of this investigation was to identify the listening strategies of advanced and intermediate second language listeners in English and to compare the listening strategies of both groups of research participants. 30 Arabic-speaking ESL learners were participated in a listening comprehension test and a questionnaire. The test instrument was constructed by the researcher to serve as both a listening comprehension measure and a listening input. The test consisted of two lectures, each followed by sub tests comprised of multiple choice and essay questions. The researcher conducted the Likert-scale questionnaire contain 20 items about the use of cognitive, meta cognitive, and socio affective strategies. The results indicated that both advanced and intermediate listeners used meta cognitive, cognitive, and socio affective strategies. The results revealed that the advanced listeners were used more top-down strategies than the intermediate listeners, whereas there were no significant differences in the use of meta cognitive strategies. It also indicated that cognitive strategies are the most powerful predictor of listening comprehension, followed by socio affective strategies, whereas meta cognitive strategies were the predictor that accounted the least for listening comprehension.

9. A study of English listening strategies applied by English Non - Majored students at Tay Do University,Vietnam submitted by *Hanh Thi Dang(2015)*

This research is to investigate the listening strategies of the English non major 64Students. The participants were answered the questionnaire consists of 31 questions.The findings showed that most of the students used different degrees and they need ed guidance from the instructor.

This study revealed the positive relationships   among the listening strategies and provide implications for improving the quality of teaching and learning listening strategies.

10.The utilization of listening strategies in the   development of listening comprehension among skilled and less skilled Non - Native English speakers at the college level Submitted by   YI-CHUN LIU(2009).

This study aimed to find out the Chinese and Korean EFL learners perceptions in the use of listening strategies. The purpose of this study is to learn whether Chinese and Korean students achieve academic listening comprehension through specific listening strategies.166students were participated in this research. The researcher divided the groups as Skilled and less-skilled groups based on the TOEFL listening score, The researcher investigated with following research questions : 1) Is there a statistically significant relationship between the self-reported use of listening strategies and self-reported listening comprehension scores on the TOEFL? 2) Is there a difference between skilled and less-skilled non-native English speakers in the self-reported use of four categories of listening strategies ? 3) What factors influence the use of self-reported listening strategies? The findings revealed that students in this sample tended to employ memory strategies as a means of achieving listening comprehension. In theory, cognitive and meta cognitive strategies are more difficult than memory strategies, prompting a lack of sophisticated strategies for Chinese and Korean students. In addition, students" listening skills are not mature. The pedagogical implications of this study for EFL education are that teachers, while teaching listening, should be alert to spot such phenomena and, specifically, instruct students to reach listening maturity via cognitive and meta cognitive strategies.

11. Metacognitive listening strategies used by high school students in Bangkok. By Pimkanya khiewsod(2017)

The study aimed to investigate meta cognitive strategies used by high school students while they are listening to English language. The participants are 50 high school students in a private school in Bangkok aged 16–18 years. Metacognitive Awareness Listening Questionnaire (developed by Vandergrift et al, 2006) is used as an instrument to obtain the data. The obtained data was analysed using the Statistical Package for Social Science to calculate the descriptive statistics, including mean, and standard deviation. The findings showed that the students reported higher moderate overall use of metacognitive strategies. Among 5 groups, the use of problem solving and mental translation strategies were reported to be high. The other 3 groups (planning and evaluation, personal knowledge, and directed attention) were reported to be used in a higher moderate level. This study is assisted the teachers to understand their students listening characteristic. The results can be used as a basis in developing a better teaching pedagogy.

12. Effectiveness of Listening Strategies Enhancing Comprehensive Listening Skill of English Learners by T. Senthil kumar1(2022)

This study focused on effectiveness of Strategy based listening activity to enhance comprehensive listening skills of engineering students. The main aim of this study is to look into comprehensive listening skills of engineering students and to guide how to go about listening and how to get over their problems in listening to English. The purpose of this study is to enhance comprehensive listening skills. The results indicated that all students evidenced a familiarity with meta cognitive, cognitive, socio-affective and repair strategies. It revealed differences in the strategies

reported by effective and ineffective listeners. Statistically significant differences between effective and ineffective listeners were reported for 'self-monitoring', 'elaboration', and 'inference'. In the perceptual stage, effective listeners listened selectively and monitored their comprehension; they were aware of their inattentiveness and consciously redirected their attention to the task. The ineffective listeners, in contrast, focused on the word-level and gave up when facing difficulties. They reported that when they encountered unknown words or phrases, they usually just stopped listening and failed to be aware of their attention any more. The most common meta cognitive strategies identified and associated with effective listeners are monitoring comprehension, self-evaluation and planning, especially selective and directed attention. Cognitive strategies are Elaboration, Inferencing, Prediction, Essence and focus of meaning. Both these meta cognitive and cognitive strategies are considered as very effective in improving listening comprehension.

13. Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students by Dr. Iman Abdul-Reheem Amin(2011).

The present study was to investigate the correlation between EFL students' strategic listening and their listening comprehension skills. Eighty secondary school students participated in this study. Participants' strategic listening was measured by a Strategic Listening Interview, a Strategic Listening Questionnaire and a Strategic Listening Checklist with think-aloud protocol. Their listening comprehension skills were measured by an EFL listening comprehension test. A Pearson correlation analysis was run to test the correlation between strategic listening and listening comprehension test scores. The findings revealed that the relationship between strategic listening and listening comprehension was

positive and significant. The higher the level of strategic listening these students obtained, the higher the score they attained on the listening comprehension test and vice versa. The findings revealed a positive correlation between students' knowledge and use of listening comprehension strategies and their listening

14. The relationship between listening strategy used by high achievers and low achievers and their listening comprehension by Fitleatmatus Zahroh(2022)

The present study explored the listening strategy used by 12high achievers and 11 low achievers. This study aimed to identify 1)whether the listening strategy used by high achievers correlates significantly with listening comprehension, and 2) whether the listening strategy used by low achievers correlates significantly with listening comprehension.The researcher conducted a listening comprehension test adopted from a paper-based Longman TOEFL test was used to assess participants' listening comprehension. The statistical analysis on correlation used by high achievers shows the significant firstly cognitive strategies get the coefficient correlation -.065>.05 secondly meta cognitive strategies get the coefficient correlation -.243>.05 and thirdly socio-affective strategies get the coefficient correlation of.234>.05. The statistical analysis on correlation used by low achievers shows the significant firstly cognitive strategies get the coefficient correlation -.077>.05 secondly meta cognitive strategies get the coefficient correlation -.231>.05 and thirdly socio-affective strategies get the coefficient correlation of .017>.05. So, the correlation between the listening strategy used by High achievers and Low achievers and listening comprehension was not significantly correlated.

15.Interplay of Metacognitive listening strategies and academic Achievement in teaching learning interaction by Pallavi Kaushal and Dr. Sheojee Singh(2017)

The main aim of the study is to understand the correlation between the use of meta cognitive listening strategies and academic achievement as listening is the source and academic achievement is the destination of most teaching learning interactions. 150 PG students were selected from Punjab University. The researcher used a Metacognitive Awareness Listening Questionnaire for data collection. Mean, SD and correlation coefficient were used for data analysis. The findings revealed that a positive correlation between academic achievement and metacognitive listening strategies, students' level of metacognitive listening strategy awareness is satisfactory, Lack of awareness regarding use of person knowledge strategies indicates that students lack self-efficacy and ability to assess the perceived difficulty of the learning tasks.

16.The Impact of Listening Strategies on Improving Learners' Listening Skill in Iran by Behnam Arabi Zanjani (2016).

The researcher selected 103 Iranian EFL learners in this study and answered a general proficiency test of Nelson and 81 students responded to the listening section of TOEFL. A Case II t-test analysis of the questionnaires (P < .05) showed a meaningful difference between effective and ineffective listeners. The subjects were divided on the basis of their pre-listening scores into experimental and control groups. The experimental group received the instruction of listening strategies and control group received the placebo treatment. The treatment included introduction, modeling and practicing the listening strategies. A post test of listening section of TOFEL was administered to both groups. The frequency analysis shows another point of interest in that, 90 percent of

effective listeners utilized socio-affective strategies whereas 45 percent of ineffective listeners used socio-affective strategies. 75 percent of effective listeners made use of meta-cognitive listening strategies. But in this category, just 37 percent of ineffective listeners used them. And lastly, 65 percent of effective listeners reported using cognitive strategies. Whereas 49 percent of ineffective listeners used cognitive type of listening strategy. The results indicated that effective listeners outperformed the ineffective listeners in all the variables especially the difference in meta-cognitive strategies and socio-affective strategies is more than that of cognitive strategies. The results implied that listening strategies should be taught.

17.An experimental study on the influence of instructional mobile applications in enhancing listening comprehension of rural students in India by Antony Raj and Prajeesh Tomy(2022).

This study aimed to evaluate linguistic instructional mobile applications' effectiveness on listening comprehension among Indian rural students. The researcher used a Pedagogic mobile applications in experimental study. 149tertiary-level students from rural colleges in Tamil Nadu were selected. Participants were divided into control with sample-75 and experimental 74 sample groups. Pre and post-tests were conducted to assess the listening comprehension levels, considering demographic variables. Different types of audio files were used in the intervention to improve the listening skills of the experimental group. The results revealed that there was a significant improvement in listening skills for the experimental group. Gender, locality, and parental income were considered as significant variables, showing that students from diverse backgrounds benefited from mobile applications. The results indicated that M-learning effectively aids rural students in overcoming

language barriers, emphasizing the potential of mobile applications in language education.

18. The relationship between meta cognitive strategies and listening comprehension proficiency in an korean- Foreign -language setting by Gumok Seo San Francisco(2022) .

. This study aimed to investigate the relationship between meta cognitive-listening-strategy use and listening proficiency outcomes by more- and less-proficient students among KFL adult learners and their perception of metacognitive-listening-strategies. The researcher used a mixed-method design with a descriptive quantitative and a qualitative interview approach was carried out using the Metacognitive Awareness Listening Questionnaire and the Listening-In-Course-Proficiency Test. The MALQ served as an instrument to gauge participants' metacognitive-listening-awareness and perceived metacognitive-strategy use and the LPROFT measured participants' listening proficiency outcomes. 61 Participants were divided into two proficiency groups for a quantitative component based on participants' accumulated grade point average scores. The results showed the most and least-used strategies from both groups are almost identical, and the problem-solving sub scale was the top strategy both groups used, whereas the personal knowledge sub scale was the least used. The correlation coefficient between the questionnaire and the proficiency test is positive and small for the more proficient learners but negative and small for the less-proficient learners, which results in a close to zero correlation for all learners. The interview data revealed the differences between the two groups regarding meta cognitive-listening-strategy use. The findings of the study suggest customized one-on-one strategy training for less-proficient listeners to implement metacognitive-

listening strategies. The teacher's role was emphasized to assissts students' needs and their level of appropriate listening practice.

19. The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy by Hassan M. Kassem1(2014)

The present study explored listening strategy use among a group of 84 Egyptian EFL college sophomores and it aimed to identify 1) the strategies used more often by participants, 2) the relationship between listening strategy use, and listening comprehension and self-efficacy, and 3) differences in listening comprehension and self-efficacy between students with high and low strategy frequency. A Listening Comprehension Test adapted from paper-based Longman TOEFL test was used to assess participants' listening comprehension. Listening strategy use and self-efficacy about listening were assessed by two instruments developed by the researcher based on relevant literature: a Listening Strategy Questionnaire and a Self-efficacy Questionnaire. Descriptive statistics, correlation coefficients and t-test for independent samples were computed to answer the research questions. Results revealed that cognitive strategies were used more often by participants, followed by meta cognitive and socio affective strategies. Listening strategies correlated significantly with both listening comprehension and self-efficacy. Except for socio affective strategies, participants with high frequent overall strategy use, cognitive strategies and meta cognitive strategies outperformed their counterparts with low frequency in both listening comprehension and self-efficacy.

20. The Effect of Listening Strategy Instruction on Second Language Listening Anxiety and Self-Efficacy of Iranian EFL Learners byJalil Fathi (2020)

The aim of the present study was to evaluate the effectiveness of listening strategy instruction on second language listening comprehension ability, listening anxiety, and listening self-efficacy of Iranian English as a foreign language (EFL) learners. A sample of 52 English major learners of two intact classes from a university in Iran was used in this research.The intact groups were randomly assigned to an experimental group and a control group. The experimental group received the listening strategy instruction based on the framework proposed by Yeldham and Gruba, whereas the participants in the control group were instructed traditionally without receiving any strategy instruction. To collect the required data, the listening section of the International English Language Testing System, Foreign Language Listening Anxiety Scale, and Second Language Listening Self-Efficacy Questionnaire were administered to assess the listening comprehension, listening anxiety, and listening self-efficacy of the learners before and after the intervention. The findings of the study indicated that listening strategy instruction significantly improved learners' listening comprehension ability and reduced learners' L2 listening anxiety. However, it was revealed that listening strategy intervention failed to significantly improve L2 listening self-efficacy of the learners.

21. The relationship between listening comprehension problems and strategy usage among advance EFL learners by Ehsan Namaziandost(2019)

This study aimed to investigate listening comprehension problems and strategies used among Iranian advance EFL learners and find the relationship between the participants' listening problems and strategy usage.   60 students were selected to collect datas.The findings of this research showed that the learners suffered from input and affect listening comprehension problems. The students used mostly the Meta-cognitive strategy. The relationship between listening problems and strategy usage among the learners was statistically significant and negative. The results showed that it is important for second language teachers to be aware of the different listening comprehension problems so as to enable listeners to use the appropriate strategies.

22.Strategies applied by IELTS candidates in listening skills   by Laxmi Adhikari (2020)

This research is based on the entitled Strategies Applied by IELTS Candidates in Listening Skills is an attempt to analyze and describe the various strategies used by IELTS candidates in listening skill. The researcher selected 40 IELTS candidates by using purposive non-random sampling procedure and collected the datas by questionnaire. The finding of this research showed that the strategies used while listening skill in IELTS test were different from students to students; there were several issues during listening test for students regarding better understand of what the audio speaks; the problems were involved in prosodic features of word and sentence level; they faced problems in unfamiliar topics; not only these factors, but also time management was also a great burden for IELTS test – takers; listen word by word, listen for detail information, focuses on new words were their listening strategies during IELTS test.

23.Metacognitive listening strategies used by high school studetns in Bangkok by Pimkanya (2014)

The study aimed to investigate metacognitive strategies used by 50 high school students while they are listening to English language. The researcher used the Metacognitive Awareness Listening Questionnaire is to obtain the datas. The researcher analysed the data by using the Statistical Package for Social Scienceto calcula te the descriptive statistics, including mean, and standard deviation. The findings showed that the students reported higher moderate overall use of metacognitive strategies. Among 5 groups, the use of problem solving and mental translation strategies were reported to be high. On the other hand, the other 3 groups (planning and evaluation, personal knowledge, and directed attention) were reported to be used in a higher moderate level. The study will assist teachers to understand their students listening characteristic. The results can be used as a basis in developing a better teaching pedagogy.

24.Listening strategies used by ELEP students classes Sarjana Pendidikan by Yanti Ratna Purnomowati (2016)

The main aim of this study was to investigate the listening strategies used by English Language Education Program of 50 students in Listening classes. The students responded to a-24 questionnaire items of Listening Comprehension Strategy Inventory which consist of three categories, which are Meta cognitive strategies, Cognitive strategies, and Socio-affective strategies. The result of this quantitative descriptive study showed that from the three categories of listening strategies, Cognitive strategies (Mean = 3.64) was the most frequently used by the students. The second strategies which frequently used by the students was Socio-

affective strategies (Mean = 3.61). The last strategies used was Metacognitive strategies (Mean = 3.3).

25.The Relationship Between Metacognitive Strategies and Listening Comprehension Proficiency in Intensive-Korean-Foreign-Language by Gumok (2022)

This study aimed to investigate the relationship between meta cognitive-listening-strategy use and listening proficiency outcomes by more- and less-proficient students among KFL adult learners and their perception of meta cognitive-listening-strategies. The researcher used a mixed-method design with a descriptive quantitative and a qualitative interview approach was carried out using the Metacognitive Awareness Listening Questionnaire and the Listening-In-Course-Proficiency Test. The MALQ served as an instrument to gauge participants' metacognitive-listening-awareness and perceived metacognitive-strategy use and the LPROFT measured participants' listening proficiency outcomes. 61 Participantswere divided into two proficiency groups for a quantitative component based on participants' accumulated grade point average scores. For a qualitative component, five students from each group (n=10) participated in interviews and were questioned about perceptions and beliefs regarding listening strategies to identify any differences between the groups. The results showed the most and least-used strategies from both groups are almost identical, and the problem-solving subscale was the top strategy both groups used, whereas the personal knowledge subscale was the least used. The correlation coefficient between the questionnaire and the proficiency test is positive and small for the more proficient learners but negative and small for the less-proficient learners, which results in a close to zero correlation for all learners. The interview

data revealed the differences between the two groups regarding meta cognitive-listening-strategy use. The findings of the study suggest customized one-on-one strategy training for less-proficient listeners to implement metacognitive-listening strategies. The teacher's role was emphasized to gauge students' needs and their level of appropriate listening practice.

26. Enhancing listening ,speaking, reading and writing skills through open and distance learning in English language teaching Preetham Krishnappa(2020)

Listening, Speaking, Reading and Writing forms an integral part of Communication Skills in ELT. An appropriate syllabus will ensure proper path to internalize these skills. English Grammar acts as a foundation for communication skills, especially the functional aspects of grammar is important for LSRW skills. Grammatical rules related to Articles, Parts of Speech, Tenses, Subject-Verb agreement, Direct and Indirect speech, Active and Passive Voice, Reading Comprehension forms the core of LSRW skills. Hearing is involuntary, where as listening is voluntary. In listening one has to make a conscious effort to comprehend. Note making plays an important role in listening activity. In any Listening activity, one should be in a position to listen and comprehend a speech or a dialogue or a movie or any listening activity and answer appropriately for the questions posed on the audio. Speaking has a purpose and a specific goal where as talking is casual. One should be in a position to speak on a topic confidently and logically so that the listeners could understand what is spoken about. Reading literally means casual glancing whereas studying refers to in depth understanding. Comprehending in reading could be a letter, a word, a phrase, a sentence,

a para, a passage. In any Reading Comprehension activity, one actually has to study the write up. Writing is the most important aspect as it is documentary in nature. One should be in a position to write one listens or reads and is about to speak. The enhancement of LSRW skills through Grammar rules enhances one's Communication Skills. This lack of skills leads to skill gap. The skill gap could not be made accessible through direct or conventional learning method to masses. Dissemination of quality teaching through ODL is the only way to reach many people.

27.Improving the listening skill of the students by Harsizid(2020)

The purpose of this research is to provide strategies and materials to EFL teachers to help grade 10 learners at the intermediate polytechnic institute in Balombo to develop their listening skills. To construct this work, a number of research instruments were used to collect information such as teacher and learner questionnaires as well as the lesson observation chart. The data collected were analysed qualitatively and quantitatively. The result of the study is that due to the low use and interest of using authentic materials in teaching, teachers tend to be stuck on traditional manners, and then we recommend the use of new technologies and testing different strategies and to upgrade themselves.

28.Students' Strategies for Improving Their Listening Comprehension: A Review of Literature Zanyar Nathir Ghafar(2023)

This research focused on challenges associated with hearing, listening, and comprehending what is being said. When instructors are aware of the obstacles their students confront in the classroom, they can better assist their students in creating effective listening habits and increasing their listening comprehension. This is because teachers are

more able to empathize with their students' experiences. This study highlights the significance of assisting students in developing efficient learning strategies and building their English listening capabilities. Students struggling with other topics may be seen by teachers who instruct English to foreign language speakers.

29.The correlation between listening strategy used by the 4th semester students of unirika and their listening comprehension by Aulia Putri(2019)

This study aimed to find out the most dominant listening strategies used by the students and to determine the correlation between the use of listening strategies and their listening comprehension. The researcher used quantitative with correlational design. The researcher collected the datas by using listening strategy questionnaire and listening test. To analyze the data, descriptive statistics (Mean and Standard Deviation) were used to find out the most dominant strategies to the ones that were rarely used by students in completing listening comprehension task. Second, to find out whether or not there was a significant correlation between listening strategies used and listening skills, the data were analyzed by using Pearson Correlation to determine the correlation between two variables, listening strategies and listening comprehension. The highest percentage of listening strategies used by respondents is Metacognitive Strategies, The results showed that there was no significant correlation between listening strategies and students' listening comprehension. The researcher concluded that respondents who have higher frequency of using listening strategies do not necessarily have higher listening skills. Vice versa, respondents who use listening strategies with fewer frequencies do not necessarily have lower listening

skills. The listening strategies used by the students in listening process or listening test is not a variable that determines their listening comprehension.

30.The Correlation among English Listening Strategies, Learning Styles, and Listening Mastery of the Cambridge Class Students of SMA Negeri Sumatera Selatan(2020)

This study is used to find out whether or not there is a significant correlation between students' English listening strategies and their listening mastery, students' learning styles and their listening mastery, predictor variables toward criterion variable students' listening mastery, and also to find out whether or not there is a significant contribution of each dimension to students' listening mastery. The researcher selected the 100 students from the Cambridge class. The researcher instruments of this study were students' English listening strategies and students' learning styles questionnaires, and documentation from their listening score which were analyzed by using Pearson Product Moment in SPSS 25. The result of this research showed that the students had high level of English listening strategies and learning styles, there were no correlation between student' listening strategies and their listening mastery (r= 0.167, p-value=0.097), students' learning styles and their listening mastery (r=-0,006, p-value=0.965), and among students' listening strategies, learning styles, and their listening mastery (r=0,139, pvalue=0,167). At last , in each dimension, there was only kinesthetic learning style from students' learning style (r=0.221, p-value=0.027) which correlated to students' listening mastery.

31.The Correlation between Students' Learning Style And Listening Proficiency by Shafira Kamila(1997)

This study was conducted to find out the correlation between students' learning style (Variable X) and their listening proficiency (Variable Y). The participants in this research were 24 students of senior high school in Darul Ulum Islamic boarding school who were chosen randomly by the researcher. The researcher used a questionnaire and listening proficiency test and analyzed by using Pearson Product Correlation method. The result showed that the most preferable learning style was auditory (46%), tactile (13%) and kinesthetic (13%) and visual learning style (4%). Afterwards, the score of correlation coefficient (rxy) was 0,178 and this score lower than r table score. The comparison was 0,178 < 0,404 with the degree significance of 0,05 and 0,178 < 0,515 with the degree significance of 0,01. Since the rxy score was lower than rtable, alternative hypothesis (H1) was rejected and null hypothesis was accepted (H0). this research concluded that there was no significance correlation between students' learning style and their listening proficiency.

32.Issues and Strategies in Improving Listening Comprehension in a Classroom by Khalid I. Al-Nafisah(2019)

This study explored the existing teaching methodologies applied to teach Listening skills to students of English Department at the College of Languages and Translation, King Saud University, Riyadh. This paper presented the difficulties encountered by students when learning the listening skill. Based on the expertise and practice of teaching the listening skill, it suggested new techniques which can be implemented to improve students' performance. It concluded with suggestions to teachers to implement the new techniques in order to allow the students to grasp the listening skill more effectively.

33.A Correlation Study between EFL Strategic Listening and Listening Comprehension Skills among Secondary School Students By Iman Abdul-Reheem Amin(2011)

The present study was to investigate the correlation between EFL students' strategic listening and their listening comprehension skills. Eighty secondary school students participated in this study. Participants' strategic listening was measured by a Strategic Listening Interview (SLI), a Strategic Listening Questionnaire (SLQ) .Their listening comprehension skills were measured by an EFL listening comprehension test. A Pearson correlation analysis was used to test the correlation between strategic listening and listening comprehension test scores. The findings revealed that the relationship between strategic listening and listening comprehension was positive and significant. The higher the level of strategic listening these students obtained, the higher the score they attained on the listening comprehension test and vice versa.

34.The inter relationships between language learners' meta cognitive awareness, self-regulatory abilities, listening comprehension strategy use, and the overall success in listening comprehension by Mareschal (2007, pp. 105-106)

This study indicated that there was a strong interrelationships between these factors. This research showed that the listeners have self-regulatory abilities and metacognitive awareness about listening, they use listening comprehension strategies successfully. There is a positive relationship between students' listening strategy knowledge and their perceived listening strategy. The students have the knowledge about their listening strategies and know when, how, and why to use these strategies, they are more likely to use these strategies appropriately.

35. Second language listening comprehension: The role of anxiety and enjoyment in listening metacognitive awareness   by Lanxi Wang(2021)

This study explored the relationships among listening anxiety, enjoyment, listening comprehension performance, and listening metacognitive awareness among a group of 410 international students in a Canadian university. Correlational analyses showed that listening anxiety was negatively correlated with enjoyment. This study suggested that anxiety and enjoyment in L2 listening are not the opposite ends of the same emotional continuum, L2 learners should work to find intriguing and enjoyable experiences in language learning, rather than focusing merely on reducing anxiety.

36. Difficulties in Listening of the First Year Students at Tay Do University in Vietnam by Nga H.T. NGUYEN1 (2022)

The study aimed to find out the difficulties of the first year English majors in listening abilities. The participants were thirty-six freshmen majoring in English, course 16 at Tay Do University. The researcher used Questionnaire and paper interview to collect datas. The results showed that background knowledge, length and speed of the text, unfamiliar vocabulary, and different accent were the major listening comprehension difficulties. Basing on these difficulties, English learners can find out suitable learning ways to improve their listening skill. It may also be useful for those who are interested in this field.

37. Listening :Its nature,skill, and training   by Gaya Tushar Kanta(2009)

The researcher focused the problem of listening as a subject of research investigation The main aim of the study is to describe the nature,

skill and training issues. The researcher adopted a descriptive method. The finding of the study is listening does not require sustained concentration and it needed analytical and critical thinking. The correlation between listening and IQ varies. Listening skill is a fundamental as well as a receptive communication skill. Training to listen is possible. Training increases the ability to listen.

38.Improving Students' Listening Skills Through Podcasts of Eleventh Grade at SMK Tritech Informatika Medan in the Academic Year by Fitratun NisaSkripsi(2019)

The aim of this research is to find the use of English podcasts in improving students' ability in listening skill. In constructing this research, the researcher collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The researcher selected 22 students at eleventh grade of SMK Tritech Medan in academic year 2018/2019. The researcher used both qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, and documentation. The quantitative data was taken from the test. The results showed that there was development on the students' ability in listening skill and it also indicated that using English podcasts in listening skill was effective. In qualitative analysis, the students also looked active and enthusiastic in listening learning process by using the podcasts as learning media.

39.Strategies to Support the Enhancement of Listening Comprehension - A Case of Ishik University English Preparatory School by Naci YILDIZ (2015)

This study attempted to show the influence of developing learners' listening strategies on the improvement of their comprehension

skills. In an experimental study the researcher selected the 40 students at Ishik University (Iraq) and it was found that the use of strategies in the listening process considerably enhanced the achievement of learners.The results revealed that the experimental group grew considerably within a one-month period of teaching listening strategies - by 17.2 points or by 28%, while the control group's result grew reasonably within the same period (by 6.9 points = 13%), as no teaching of listening strategies was provided. This means that the teaching and the application of listening strategies in the experiment has significantly increased the level of students' scores in listening. As the experiment held is aligned with the literature analyzed, it is expected that the application of the offered model would increase the level of listening comprehension of other students as well.

40.The Effects of Metacognitive Listening Strategy Instruction on ESL Learners' Listening Motivation by Corbin Kalanikiakahi(2018)

This study aimed to investigate the correlation between listening strategy instruction and listening motivation in an IEP classroom for students from different L1s. Listening motivation was recorded utilizing the English Listening Comprehension Motivation Scale (ELCMS) and strategy use was tracked with the Metacognitive Awareness Listening Questionnaire (MALQ). Pre- and post-test scores of 56 participants (control group, n=30; experiment group, n=26) were analyzed using a mixed-effects regression and paired t-test to determine differences after a 7- week treatment period. The results revealed that study participant motivation levels in both groups decreased over the treatment period, with the experiment group seeing a smaller decrease than the control group.

41.Active Listening Strategies of Academically Successful University Students by Murat CANPOLAT1 S(2015).

This study was to identify active listening skills that academically successful university students use in classes and to analyze these students' opinions on active listening skills. This qualitative research involved a case study by which academically successful university students were observed in a classroom environment and their thoughts on active listening skills examined. According to the model, participants were evaluated without any intervention by researchers in the classroom environment. From observations and interviews were organized under three subheadings: cognitive, affective, and psycho motor based strategies. Cognitive strategies included paying attention, taking notes, making associations and analogies, asking questions, integrating information, making inferences, getting the main idea, and setting an objective; affective strategies included attending class on time, being motivated, staying calm, and enjoying the lesson; and psychomotor-based strategies included being close to the board, following along with both the head and eyes, making eye contact, generating feedback, sitting up straight, and paying attention to gestures, facial expressions, tone of voice, and stresses in speech. The results showed that the academically successful university students used different cognitive, affective, and psychomotor-based strategies in practicing active listening.

42.The effectiveness of psycho linguistic intervention strategies in improving listening skills among college students by Jeyasala. V.R. (2003)

The investigator selected the 45 students of I year Mathematics were taken as sample. The experimentation phase included identifying the

problems in listening, ensuring strategy based approach to improve listening, analysing and categorizing psycho linguistic intervention strategies in improving listening skill. The results showed that the students' listening comprehension is upgraded to a desired level with these strategies. The students used strategies such as identifying the script, identifying main ideas, identifying the sub ideas and identifying idea relationships using background knowledge for inferring information.

43.A research on English language proficiency of students in different English language teaching systems by Meenu Singh and Nanditha Satangi (2001)

This study is to know how English language proficiency of students gets affected when studying in an innovative system of school education. The investigators developed a comprehensive language proficiency test battery, comprising the testing of the four skills- test of listening skill, speaking skill, reading skill and writing skill. The investigators administered each of these four tests on a typical sample of 80 students. The performance of the students in the innovative system was found to be significantly higher in all the four skills. The study intensely supports the use of innovative techniques in improving the English language proficiency of students.

44).Certain Aspects of the Functions and Form of Indian English: A Sociolinguistic Study by Parasher by S.V (1979)

The investigator has drawn on the insights offered by both sociolinguistics and formal linguistics. 350 educated Indian bilinguals were taken as samples. An elaborate pre-tested questionnaire is used to elicit data on the subjects' background, language use and approaches. The questionnaire data are supplemented by observation and interview. An

analysis of the data clearly demonstrates that for the subjects the mother tongue and English have distinguishable functions. The researcher concluded that the subjects' mother tongue and English are in diglossic relationship.

45. An English proficiency course for prospective high school teachers of English in her research. By Satsangee (1993)

The researcher conducted this study into 3 phases. In the first phase, she identified the linguistic needs of high school teachers of English. In the second phase, a survey was conducted to find out the existing standards of proficiency in English in B.Ed. students. In the third phase, the researcher prepared an English proficiency course for B.Ed students in considering the linguistic needs of the teachers of English in high school and the existing standard of the B.Ed. students in English. Through her research work, the language needs of high school teachers were identified in a hierarchy of importance. The most important needs includes grammar, for basic language skills, the functional use of English for performing instructional, social and organizational functions in the classroom. The researcher concluded that the language proficiency of prospective teachers of English was not adequate in relation to their professional needs.

46. Effectiveness of Mixed Method Listening Strategies in Enhancing listening skills among the under Graduate Students in Coimbatore District A study by Umma Devi(2019)

This study is examined the effectiveness of listening strategies in enhancing the listening skill of undergraduate students through the use of Mixed Method - meta cognitive, cognitive and socio affective devices

to focus and direct attention during second language listening that learners can refine the attendant perceptual and cognitive processes, leading to improved listening performance. Strategy training in listening skills can make a difference in the listening skills of the students. This was observed by calculating the difference between the pre-test and post-test scores of the learners after strategy training intervention.

47. The effectiveness in developing listening comprehension in English at the high school level and to examine the views of high school teachers of English regarding teaching of listening comprehension by Varghese (2013)

The researcher prepared the Instructional Material and to study its effectiveness in developing listening comprehension in English at the high school level and to examine the views of high school teachers of English regarding teaching of listening comprehension in specific. The results showed that there was a significant difference between the two groups in terms of post-LCT scores and that the experimental group is superior to control group with regard to post- LCT scores. Comparison of the overall mean scores of the experimental group on pre - LCT and post-LCT scores revealed that there was significant difference between the pre-test and post-test scores. The difference was in favor of the post-LCT scores. The study recommended that the Instructional materials with simple, interesting passage and exercises should be provided in order to motivate the pupils to learn English, audio-visual materials suitable in realizing the objectives of teaching English should be made available and well-equipped language labs should be set-up for listening skill development.

48.An experimental study on strategies for improving English language listening skill by Khan & Karim (2014)

The experimental research design was adopted by the researcher. It was found that the application of the innovative strategies in the experimental group played a significant role in improving the listening skills and gave positive result.

49.The teaching of the listening skill at the undergraduate level Ganpule by Shilpagauri Prasad(2010)

This research focused on the teaching of the listening skill and a detailed account of the sub skills involved in listening and also explicates the listening strategies The datas were collected through the students' questionnaires and the performances of the students in the pre-test, the class exercises and the post-test. There was a considerable improvement in the performance of the students in the post-test. The scores of the post-test are higher.

50.Significance of Listening Skills in Enhancing the Communication Skills by Sree Vani & Noonsavathu Veeranjaneyulu Naik (2023).

This study focuses on the significance of listening skills in enhancing the communication skills. It observed the practicing of listening skills like; listening to music, watching English movies, attending English language courses develops the listening skills of the students. This study showed how Computer Assisted Language Learning helps in improving the listening skills of the students.The research revealed that if students acquire the listening skills, they can develop the communication skills.

2.3 Review of the Reviewed Literature

The investigator reviewed 50 related studies and presented them of which 18 studies from India and 32 from foreign studies. There are the views of the studies undertaken by different scholars, from Indian and foreign countries. Each study was viewed under different aspects such as investigators' name, year of investigation, samples, methods, abstract of the study. It is understood from the review of literature, that some researchers have found the some listening strategies, practicing of listening skills, psychological factors in listening , struggles of listening in the English language.

2.4 The Gap identified

On the whole, from the review of the related literature it can be inferred that majority of the studies indicated that the students have the knowledge about their listening strategies and know when, how and why to use these strategies, they are more likely to use these strategies appropriately. The methodology used in this studies are largely based on survey method with questionnaire and some studies based on experimental studies.The data have been analyzed using the appropriate statistical tools. Most of the studies were done by higher educational levels like schools , colleges, universities and professional colleges.

The studies have been carried out mostly on the listening strategies in English Language. On the basis of the review presented above, the researcher has observed that the scope of studies was quite diverse. From the review of the related literature, most of the studies mentioned above concluded in favour of finding out the listening strategies of the students and listening achievement.

2.5 The present study

In order to bridge the gap mentioned above , the present study is about the listening strategies and listening achievement of the students. The present study about a study on the relationship between the listening strategies of the students and teachers and listening achievement of the ninth standard high school students in Aruppukkottai Block.

2.6 Conclusion

The review of related literature helped much to have a proper perspective of the problem chosen for the study. The purpose of this review was to view the listening strategies in English language of the students. The reviews showed the importance of listening skills in English language. The studies revealed that both teachers and learners find out suitable learning ways to improve their listening skill in English language. As far as concerned the findings in the research , the investigator learned about the strategies in listening skills, the role teachers in listening strategies, the status of the learners in English language and the way of how to improve it . Hence, this review of related studies helped the researcher to arrive at a conclusion that the present study was an another study in listening strategies in English language.

CHAPTER-3
RESEARCH METHODOLOGY

CHAPTER - III

METHODOLOGY

3.1 Introduction

Research is devoted to find the conditions under which a certain phenomenon occurs and those under which it does not occur. The term 'research consists of two words 'Re'and 'Search' . Re means again and again and 'Search' means to find out something new. Thus, research is a process of which a person observes the phenomena again and again collects data and he draw some conclusions on the basis of data.

Research is oriented towards the discovery of relationship that exists among different phoneme of the worlds. It is based on the fundamental assumption that invariant relationships exist between certain antecedents and certain consequent can be expected to follow the introduction of given antecedents.

3.2 Educational research

Education is an integral aspect of every society and in a bid to expand the frontiers of knowledge, educational research must become a priority. Educational research plays a vital role in the overall development of pedagogy, learning programs, and policy formulation.

Educational research is a spectrum that bothers on multiple fields of knowledge and this means that it draws from different disciplines. As a result of this, the findings of this research are multi-dimensional and can be restricted by the characteristics of the research participants and the research environment.

Educational research is a type of systematic investigation that applies empirical methods to solving challenges in education. It adopts rigorous and well-defined scientific processes in order to gather and analyse data for problem-solving and knowledge advancement.

J. W. Best defines educational research as that activity that is directed towards the development of a science of behaviour in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals through the most effective methods.

The primary purpose of educational research is to expand the existing body of knowledge by providing solutions to different problems in pedagogy while improving teaching and learning practices. Educational researchers also seek answers to questions bothering on learner-motivation, development, and classroom management.

3.3.1 Characteristics of Education Research

Educational research can take numerous forms and approaches, several characteristics define its process and approach. Some of them are listed below:

- It sets out to solve a specific problem.
- Educational research adopts primary and secondary research methods in its data collection process. This means that in educational research, the investigator relies on first-hand sources of information and secondary data to arrive at a suitable conclusion.
- Educational research relies on empirical evidence. This results from its largely scientific approach.
- Educational research is objective and accurate because it measures verifiable information.

- In educational research, the researcher adopts specific methodologies, detailed procedures, and analysis to arrive at the most objective responses

- Educational research findings are useful in the development of principles and theories that provide better insights into pressing issues.

- This research approach combines structured, semi-structured, and unstructured questions to gather verifiable data from respondents.

- Many educational research findings are documented for peer review before their presentation.

- Educational research is interdisciplinary in nature because it draws from different fields and studies complex factual relations.

3.3.2 Steps in Educational Research

Educational research involves several steps. Following these steps allows the researcher to gather objective information and arrive at valid findings that are useful to the research context.

- Define the research problem clearly.
- Formulate hypothesis. A hypothesis is the researcher's reasonable guess based on the available evidence, which he or she seeks to prove in the course of the research.
- Determine the methodology to be adopted. Educational research methods include interviews, surveys, and questionnaires.
- Collect data from the research subjects using one or more educational research methods.
- Analyse and interpret the data to arrive at valid findings.
- Create research report. A research report details the entire process of the systematic investigation plus the research findings.

3.4 Statement of the problem:

The researcher conduct the research on the tile "A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block."

3.5 Methodology

Methodology in research is defined as the systemic method to resolve a research problem through data gathering using various techniques, providing an interpretation of data gathered and drawing conclusions about the research data. Essentially, a research methodology is the blue print of a research or study (Murthy & Bhojanna,2009, p.32) The task of the researcher is to investigate to find the things out, to interpret findings and to make sense of the aspects(s) of the world they are focusing on. In Research Project (methodology) will need to use procedures such as test questionnaires and interviews to collect information in order to evaluate the intervention that it was focus.

Research methodology is the specific procedures or techniques used to identify, select, process, and analyse information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

The *methodology* is the general research strategy that outlines the way in which research is to be undertaken and, among other things, identifies the methods to be used in it. These *methods*, described in the methodology, define the means or modes of data collection or, sometimes, how a specific result is to be calculated. *Methodology* does not define specific methods, even though much attention is given to the nature and kinds of processes to be followed in a particular procedure or to attain an objective.

The researcher used quantitative method and used a simple random sampling method to find out the relationship between listening

strategies and listening achievement of the high school students in Aruppukkottai block.

3.5.1 Method Adopted

Survey Method

The researcher used a survey method for this study. It is a research method that is used to collect data from a predetermined audience about a specific research context. The researcher had used the standarised questionnaire to find out the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

It usually consists of a set of standardized questionnaire that help to gain insights into the experiences, thoughts, and behaviours of the audience.

3.5.2 Population of the study

Population means the aggregate or totality of objects or individual regarding which inferences are to be made in a sampling study. It means all those people or documents, which are proposed to be covered under one scheme of study. A population refers to any collection of specified group of human beings or non-human entities. In the present study, the population consist of the high school students and teachers of government, aided and private high schools in Aruppukkottai block.

3.5.3 Sample for the study

According to John West and James Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis. "The investigator has randomly selected 250 high school students and 10 English language teaching teachers of government, aided and private high schools in Aruppukkottai block.

3.5.4 Tools used in the present study

Tools are data gathering devices. There are number of tools employed in research. Each tool has its own characteristics and each tool should be considered for its appropriateness for collecting certain kind of data in the selected research problem. As the study aim to find out the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

The investigator had constructed one personal information data, two standardized tools.

- Personal Data Sheet (PDS)
- Student listening strategy questionnaire -
- Teachers listening strategy questionnaire-
- Listening achievement of the students .

3.5.5 Tool Construction

The investigator made a review of other tools and referred books to understand the characteristics of a good tool. The investigator prepared the tools by gathering the sources from the internet, books and direct observation. The researcher used the 2 tools to find out the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

1. Personal Data Sheet

The personal data sheet contains general information about the respondents regarding gender, type of school, locality of the school, category of the school, educational qualification of the father and educational qualification of the mother.

2. Listening strategy of the students

The Listening Strategy Questionnaire is based on a survey of relevant widely used questionnaires Vandergrift & Tafaghodtari, 2010;Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006; Harris, 2007; Cheng, 2002; Lee, 1997; Teng, 1996. It consisted of 39 items probing students' use of three types of listening comprehension strategies: metcognitive, cognitive and socio affective . The students were put a tick mark in each strategy statement on a 5-point rating scale ranging from 5 "Always" to 1 "Never".

3.Listening strategy of the teachers

The listening strategy of the teacher's Questionnaire is based on Bao's questionnaire in 2017 and it was modified by the investigator to find out the listening strategy of the ninth standard students handling teachers.

4.Listening achievement of the students

The investigator had conduct the MCQ listening test in English language for the ninth standard high school students.

3.5.6 Pilot Study

The investigator conducted the pilot study in Aruppukkottai block. The investigator selected the samples from 25 ninth standard high school students from government, aided and private schools and explained to them the purpose of the statements distributed. In addition to this, the investigator consulted 3 senior lectures who have got more than 15 years' experience about this research.

3.5.7 Establishing validity and reliability

1. Validity

A tool possesses validity to the extent that it measures what it claims to measure. To check validity of the tool to be used for this study,

it has been submitted to Dr. P. Suresh Kumar, Principal, SSP Nadar College of education, Virudhunagar, Mr. Russel Mohaideen, Assit Professor, VOC Education college, Tuticorin. Some items were modified and some were changed on the basis of experts suggestion. Thus the content validity of the tool was established.

2. Reliability

A tool selected should be reliable. A tool is reliable to the extent that it measures accurately and consistently from one time to another. For establishing the reliability of the tool, the researcher has used the test and retest method.The tool was administered to a set of students. Again the same tool was administered to the same set of students after an interval of 10

3.5.8 Administration of the tool

The tool has been prepared for 4 pages. On the first page there is a requisition letter at the top which is followed by personal data sheet. Next 3 pages contain listening strategy of the students. The teachers listening strategy questionnaire were also prepared. All the items were neatly printed. The investigator sought permission from the head masters/ mistress of the respective schools. The investigator visited the high schools in Aruppukkottai block. The need of the investigation was explained by the investigator to the head masters / mistress, teachers and students to get the required data. Then the teachers and the students were asked to read the tools carefully and give their responses to the research tools. Necessary instructions were also given to them. Sufficient time was given. Finally the investigator collected all the filled – in tools. The researcher conducted the listening achievement MCQ test for the ninth standard high school students.

3.5.9.Scoring Procedure

The scoring procedure of this statements is given in the following table

Table

Scoring Key of the listening strategy of the teachers and students of high schools in Aruppukkottai block.

S. No	Statements	Scoring
1	Always	5
2	Often	4
3	Sometimes	3
4	Rarely	2
5	Never	1

In this questionnaire, the investigator has given 5 alternative answers to each question. The respondents were asked to choose the correct one by putting tick mark in the relevant column. Scores 5, 4, 3, 2, 1 were given respectively to Always, Often,Sometimes,Rarely, Never. In this way, The researcher can find out the marks scored by each teachers and students easily.

3.5.10 Data Analysis

The researcher collected and entered the datas and listening achievement test of the students. To reveal the valid and visible results, the researcher made a chart to analyze the data. The data obtained from

the instruments were coded for statistical treatment. The Statistical Package for the Social Sciences was used for statistical analysis. Descriptive statistics were applied to this research. Pearson correlations were computed to explore the relationship between listening strategy of the students and listening achievement of the students.

3.5.11 Statistical Techniques

Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. In the present investigaton, the following statistical techniques are used.

a) Arithmetic Mean

The most common measure of central tendency is the arithmetic mean. In layman terms, the mean of data indicates an average of the given collection of data. It is equal to the sum of all the values in the group of data divided by the total number of values.

For n values in a set of data namely as x_1, x_2, x_3, ... x_n, the mean of data is given as:

$$\bar{x} = \frac{x_1 + x_2 + x_3 \dots \dots \dots x_n}{n}$$

It can also be denoted as:

$$\bar{x} = \frac{\sum_{i=1}^{n} x_i}{n}$$

The investigator has used the following formula for calculating arithemetic mean,

Where,

X = Arithemetic mean

$$\sum = \text{Sum of scores}$$

$$X = \text{Individual scores}$$

$$N = \text{Number of items}$$

b) Standard deviation

The investigator has used the following formula for calculating standard deviation.

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

SD = Standard deviation

$\sum$ = Sum of score

x = Individual score

n = Number of items

c) t - test

t - test is used to find out the significant difference between the means of two variables.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

Where,

M = Mean of the first group

M = Mean of the second group

S = Standard deviation of the first group

S = Standard deviation of the second group

N = Number of cases in first group

N = Number of cases in second group

d) ANOVA Test

Analysis of variance has been used to find out the difference among the variables.

$$F = \frac{\text{Mean square Variance between groups}}{\text{Mean square Variance within groups}}$$

e) Pearson Coefficient Correlation

Correlation between sets of data is a measure of how well they are related. The most common measure of correlation in state is the Pearson Correlation. It shows the linear relationship between two sets of data.

Requirements for Pearson's correlation coefficient

- Scale of measurement should be interval or ratio

- Variables should be approximately normally distributed

- The association should be linear

- There should be no outliers in the data

Equation

$$r = \frac{\sum_i (x_i - \overline{x})(y_i - \overline{y})}{\sqrt{\sum_i (x_i - \overline{x})^2} \sqrt{\sum_i (y_i - \overline{y})^2}}$$

3.6 The investigator selected the Aruppukkottai block in Virudhunagar District for this research.

Figure 3.6. 1-Gender wise Distribution
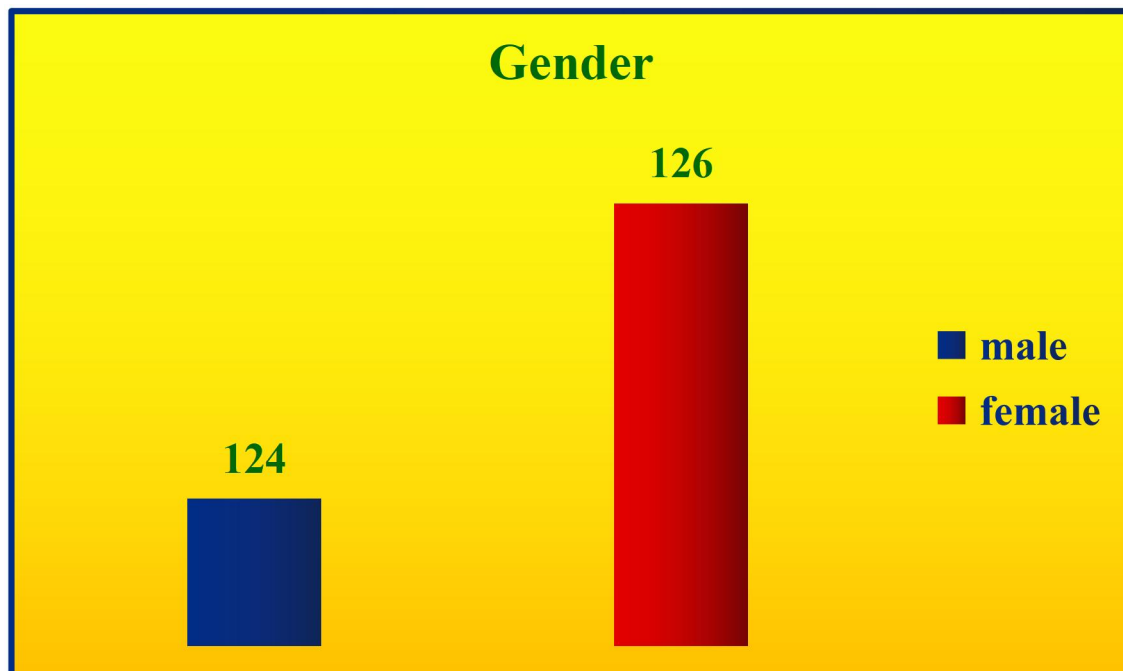
The above figure shows the Gender distribution - consist of 124 males and 126 females from government, aided and private ninth standard students in Aruppukkottai Block.
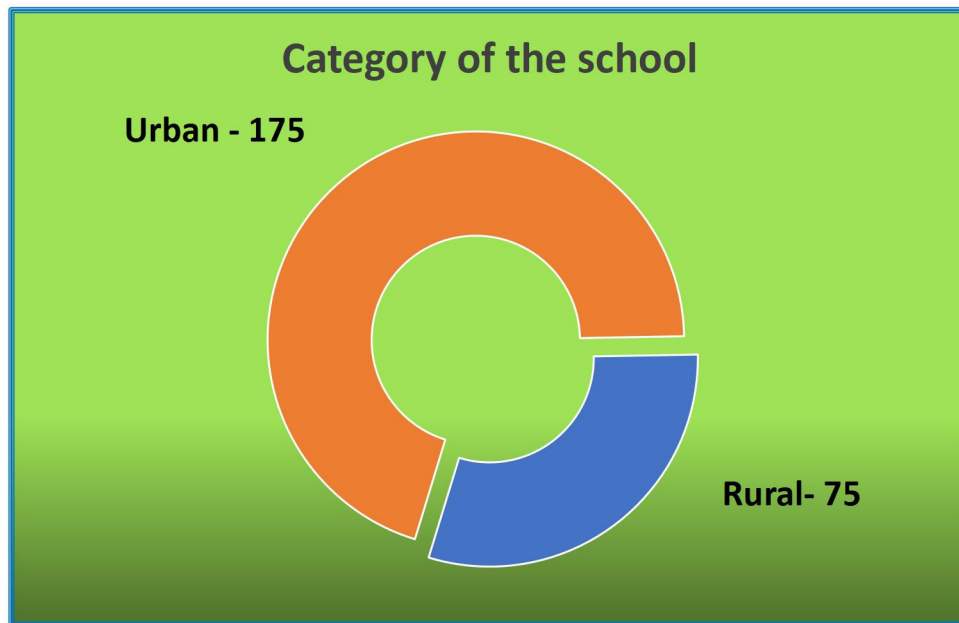
Figure 3.6.2-Type of school
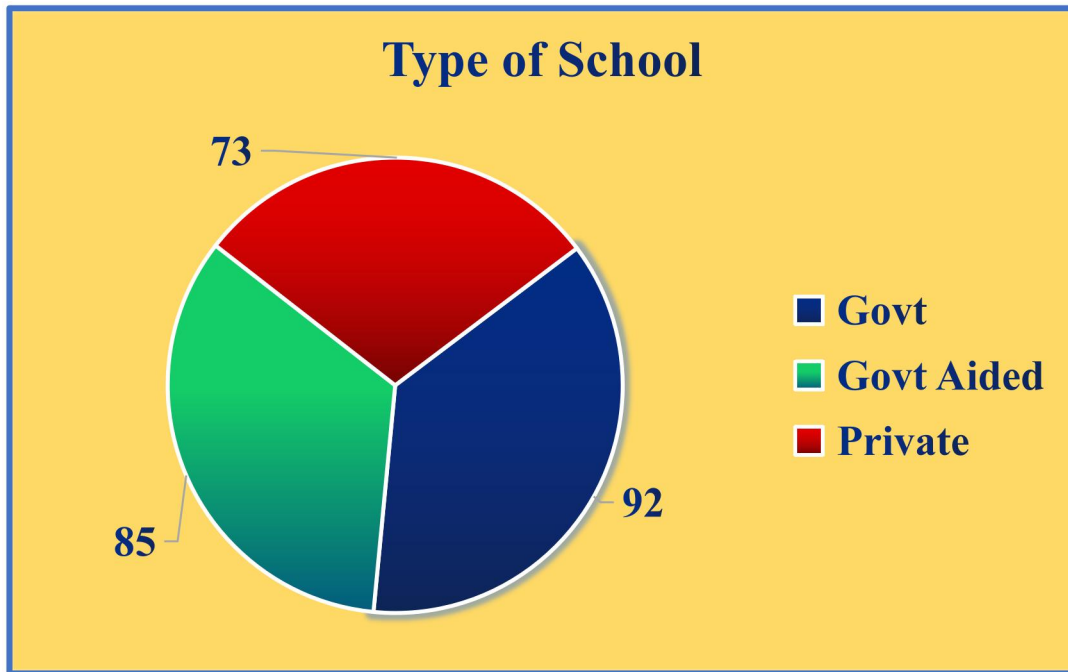
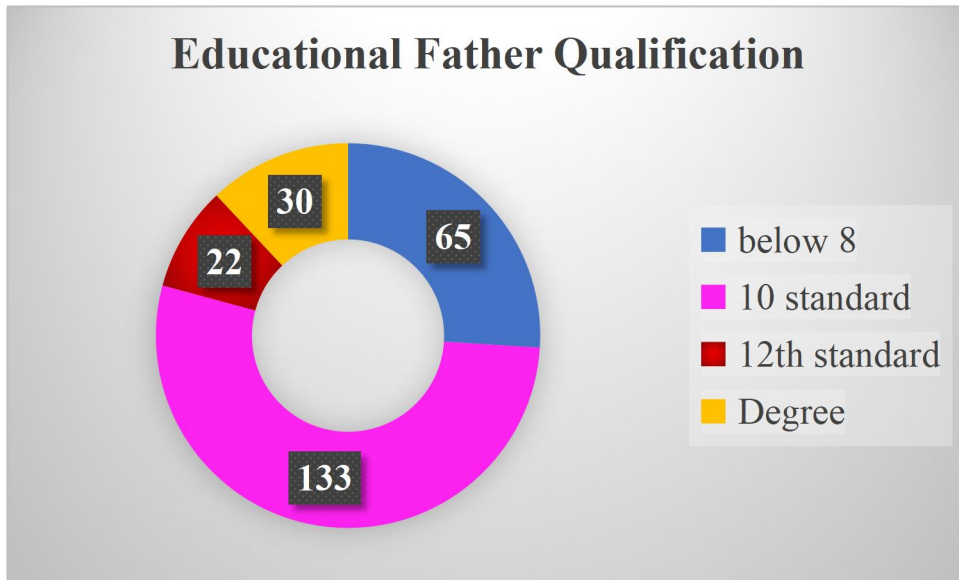The above figure shows the Type of school distribution consist of 92 government 85 aided and 73 private high schools.

Figure 3.6.3 Category of the school

The above figure shows the category of school distribution -consist of 75Rural and 175 Urban high schools.

Figure 3.6.4 Educational qualification of the father

The above figure shows the Education qualification of the father consist of below 8 -65, 10th standard -133, t2th standard -22, degree completed 30.

Figure 3.6.5 Educational qualification of Mother

Educational Qualification of the Mother
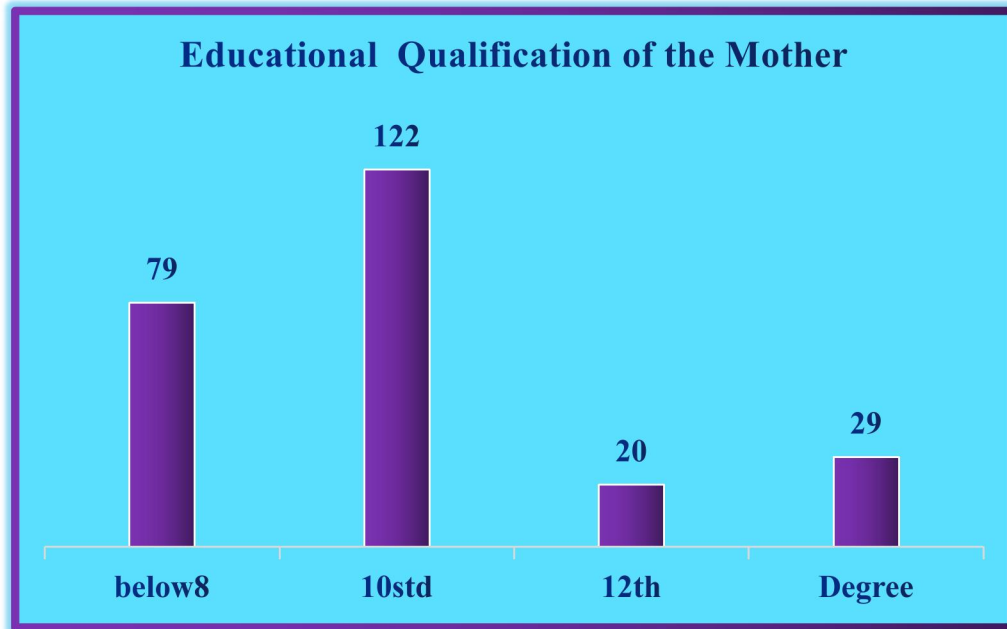
The above figure shows the Education qualification of the mother consist of below 8 -79, 10th standard -122, t2th standard -20, degree completed 29.

3.8 Conclusion

The overall aim of this study is to investigate the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block. This chapter has attained the methodology of the study, the procedure followed, the nature of the sample and the tool used. It describes the hypothesis to be tested and method of analysis planned. For the method of investigation, data analysis was found to be quite appropriate and effective. The next chapter deals with tables and analysis of data.

CHAPTER 4
RESEARCH DESIGN

CHAPTER –IV
ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter reviews the results and analysis of the qualitative data, the compilation of the questionnaire and the results and analysis of the quantitative findings of the study. The findings are also discussed in the light of previous research findings and available literature, where applicable, in order to identify similarities and differences between this study and previous studies and literature.

4.2 Analysis of Data

Marshall and Ross man, describe data analysis as a messy, ambiguous, and time-consuming, but a creative and fascinating process through which a mass of collected data is being brought to order, structure and meaning. Data analysis is the process of collecting, modelling, and analysing data to extract insights that support decision-making. There are several methods and techniques to perform analysis depending on the industry and the aim of the analysis. All these various methods for data analysis are largely based on two core areas: quantitative methods and qualitative methods in research.

4.3 Findings Hypothesis testing using t-test

4.3.1 Table shows listening strategies of the Gender of high school students in Aruppukkottai block.

1.There is no significant difference in the listening strategies of the male and female high school students in Aruppukkottai block.

Group	Male	Female	p-value	t-value	Results
Mean	127.76	141.2			
SD	23.16	18.11	> O.0001	5.1366	S
SEM	2.08	1.61			
N	126	126			

The table above shows the calculated t-value was 5.1366, which was more than the table value 2.00 at 0.05 level of significance. There was a significant difference in the listening strategies of the male and female high school students   in Aruppukkottai block. Hence the hypothesis was rejected

4.3.2Table shows Listening strategies of the category of the high school students in Aruppukkottai block.

2.There is no significant difference in the listening strategies of the Rural and urban high school students in Aruppukkottai block.

Group	Rural	Urban	p-value	t-value	Results
Mean	134.81	134.39			
SD	22.31	21.65			
SEM	2.58	1.64	= 0.8896	0.1390	NS
N	**75**	175			

The table above shows the calculated t-value was 0.1390, which was less than the table value 2.00 at 0.05 level of significance. There is no significant difference in the listening strategies of the rural and urban high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.3 Table shows the listening strategies and achievement motivation of the high school students in Aruppukkottai block.

3.There is no significant difference in the listening strategies and achievement motivation of the high school students   in Aruppukkottai block.

Group	Listening	Listening	p-value	t-value	Results

	strategy	achievement			
Mean	134.52	49.58			
SD	21.81	18.04	> O.0001	47.4527	S
SEM	1.38	1.14			
N	250	250			

The table above shows the calculated t-value was 5.1366, which was more than the table value 2.00 at 0.05 level of significance. There was a significant difference in the listening strategies and listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.3.4 Table shows listening achievement of the male and female high school students in Aruppukkottai block.

4.There is no significant difference in the listening achievement of the male and female high school students in Aruppukkottai block.

Group	Male	Female	p-value	t-value	Results
Mean	46.43	52.68			
SD	17.86	17.75	= 0.0059	2.7777	S
SEM	1.60	1.58			

N	124	126			

The table above shows the calculated t-value was 2.7777, which was more than the table value 2.00 at 0.05 level of significance. There was a significant difference in the listening achievement of the male and female high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.3.5 Table shows the listening achievement of the rural and urban high school students in Aruppukkottai block.

5.There is no significant difference in the listening achievement of the rural and urban high school students in Aruppukkottai block.

Group	Rural	Urban	p-value	t-value	Results
Mean	50.52	49.18			
SD	16.18	18.81	= 0.5907	0.5386	NS
SEM	1.87	1.42			
N	**75**	175			

The table above shows the calculated t-value was 0.5386 , which was less than the table value 2.00 at 0.05 level of significance. There is no significant difference in the listening achievement of the rural and

urban high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.6 Table shows cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

6.There is no significant difference in the cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

Group	COG	MET	p-value	t-value	Results
Mean	57.79	57.74			
SD	11.26	9.93			
SEM	0.71	0.6	= 0.9631	0.0463	NS
N	250	250			

The table above shows the calculated t-value was 0.0463, which was less than the table value 2.00 at 0.05 level of significance.There is no significant difference in the cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.7 Table shows the socio cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

7.There is no significant difference in the socio cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

Group	SOG	MET	p-value	t-value	Results
Mean	9.84	57.74			
SD	2.51	9.93	= 0.0001	73.9374	S
SEM	0.16	0.63			
N	250	250			

The table above shows the calculated t-value was 73.9374, which was more than the table value 2.00 at 0.05 level of significance There was a significant difference in the socio cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

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4.3.8 Table shows the cognitive and socio cognitive listening strategies of the high school students in Aruppukkottai block.

8.There is no significant difference in the cognitive and socio cognitive listening strategies of the high school students in Aruppukkottai block.

Group	COG	SOG	p-value	t-value	Results
Mean	57.79	9.84			
SD	11.26	2.51	= 0.0001	65.7365	

SEM	0.71	0.16			S
N	250	250			

The table above shows the calculated t-value was 65.7365, which was more than the table value 2.00 at 0.05 level of significance. There was a significant difference in the socio cognitive and socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.3.9 Table shows the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.

9.There is no significant difference in the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.

Group	Male	Female	p-value	t-value	Results
Mean	9.23	10.34			
SD	9.23	2.28	= 0.0004	3.5856	S
SEM	0.24	0.20			
N	124	126			

The table above shows the calculated t-value was 3.5856, which was more than the table value 2.00 at 0.05 level of significance There was a significant difference in the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.Hence the hypothesis was rejected.

4.3.10Table shows the Rural and Urban in socio cognitive listening strategies of the high school students in Aruppukkottai block.

10.There is no significant difference in the Rural and Urban in socio cognitive listening strategies of the high school students in Aruppukkottai block.

Group	Rural	Urban	p-value	t-value	Results
Mean	9.57	9.88			
SD	2.27	2.62			
SEM	0.26	0.20	= 0.3785	0.8823	NS
N	75	175			

The table above shows the calculated t-value was 0.8823, which was less than the table value 2.00 at 0.05 level of significance. There is no significant difference in the Rural and Urban in socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.11 Table shows the male and female in meta cognitive listening strategies of the high school students in Aruppukkottai block.

11.There is no significant difference in the male and female in meta cognitive listening strategies of the high school students in Aruppukkottai block.

Group	Male	Female	p-value	t-value	Results
Mean	54.95	60.49			
SD	10.59	8.41			S
SEM	0.95	0.75	> 0.0001	4.5840	
N	124	126			

The table above shows the calculated t-value was 4.5840,which was more than the table value 2.00 at 0.05 level of significance. There was a significant difference in the male and female in meta cognitive listening strategies of the high school students inAruppukkottai block.Hence the hypothesis was rejected.

4.3.12 Table shows the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block.

12.There is no significant difference in the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block.

Group	Rural	Urban	p-value	t-value	Results
Mean	54.95	60.49			
SD	10.59	8.41			
SEM	0.95	0.75	= 0.2780	1.0871	NS
N	124	126			

The table above shows the calculated t-value was 1.0871, which was less than the table value 2.00 at 0.05 level of significance.There is no significant difference in the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.13 Table shows the male and female in cognitive listening strategies of the high school students in Aruppukkottai block.

13.There is no significant difference in the male and female in cognitive listening strategies of the high school students in Aruppukkottai block.

Group	male	female	p-value	t-value	Results
Mean	54.93	60.60			

SD	12.00	9.72	>0.0001	4.1117	S
SEM	1.08	0.87			
N	124	126			

The table above shows the calculated t-value was 4.1117, which was more than the table value 2.00 at 0.05 level of significance.There was a significant difference in the male and female in cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.3.14 Table shows the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block.

14.There is no significant difference in the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block.

Group	Rural	Urban	p-value	t-value	Results
Mean	58.48	57.49			
SD	12.40	10.75	= 5626	0.6356	NS
SEM	1.43	0.81			
N	75	175			

The   table above shows the calculated t-value was 0.6356, which was less than the table value 2.00 at 0.05 level of significance. There is no significant difference in the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

4.3.15Table shows   the listening strategy and teachers listening strategy of the high school students in Aruppukkottai block.

15.There is no significant difference in the listening strategy and teachers listening strategy of the high school students in Aruppukkottai block.

Group	Listening strategy	Teachers listening strategy	p-value	t-value	Results
Mean	134.51	191.70			
SD	21.82	49.24			
SEM	1.38	15.57	>0.0001	7.6033	S
N	**250**	10			

The table above shows the calculated t-value was 7.6033, which was more than the table value 2.00 at 0.05 level of significance.There was a significant difference in the listening strategy and teachers listening

strategy of the high school students in Aruppukkottai block.. Hence the hypothesis was rejected.

4.3.16Table shows the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block.

16.There is no significant difference in the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block.

Group	Listening Achievement	Teachers listening strategy	p-value	t-value	Results
Mean	**49.58**	191.70			
SD	18.04	49.24			
SEM	1.14	15.57	>0.0001	22.0706	S
N	250	10			

The table above shows the calculated t-value was 22.0706, which was more than the table value 2.00 at 0.05 level of significance.There was a significant difference in the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4 Findings Hypothesis testing using Anova test

4.4.1Table shows the listening achievement and cognitive, meta-cognitive and socio-cognitive listening strategies of the high school students in Arupukkottai block.

1.There is no significant difference among the listening achievement and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	2041927.9552	4	510481.9888		
Within treatment	257257.68	1245	206.6327	2470.48048	S
Total	2299185.6352	1249			

The result given in the table above revealed the calculated F-value 2470.48048, which was more than the table value 3.02 degrees of freedom at 0.05 level of significance. The p-value is < .00001. The result is significant at $p < .05$. Therefore, there existed a significant difference among the listening achievement and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

4.4.2 Table shows the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

2.There is no significant difference among the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	1996095.523	3	665365.1743		
Within treatment	176225.628	996	176.9334	3760.54108	S
Total	2172321.151	999			

The result given in the table above revealed the calculated F-value 3760.54108, which was more than the table value 3.02 degrees of freedom at 0.05 level of significance. The p-value is < .00001. The result is significant at $p < .05$. Therefore, there existed a significant difference among the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.Hence the hypothesis was rejected.

4.4.3Table shows p-value, t-value.

3.There is no significant difference among the Teachers listening strategies and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	1402866.1016	3	467622.0339		
Within treatment	2785549.0233	757	3679.7213	127.08083	S

Total	4188415.1248	760			

4.4.4 Table shows the type of school in listening strategies of the high school students in Arupukkottai block.

4.There is no significant difference among the type of school in listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	8404.2226	2	4202.1113	9.42381	S
Within treatment	110138.2614	247	445.9039		
Total	118542.484	249			

The result given in the table above revealed the calculated F-value 9.42381, which was more than the table value 3.02 degrees of freedom at 0.05 level of significance. The *p*-value is .000114. The result is significant at $p < .0$. Therefore, there existed a significant difference among the type of school in listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.5 Table shows the educational qualification of the father in listening strategies of the high school students in Arupukkottai block.

5.There is no significant difference among the educational qualification of the father in listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	16177.4594	3	5392.4865	12.95144	S
Within treatment	102425.0246	246	416.3619		
Total	118602.484	249			

The result given in the table above revealed the calculated F-value 12.9514, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The *p*-value is .000114. The result is significant at *p* < .0. Therefore, there existed a significant difference among the educational qualification of the father in listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected

4.4.6Table shows the educational qualification   of the mother in listening strategies of the high school students in Arupukkottai block.

6.There is no significant difference among the educational qualification of the mother in listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	17142.8621	3	5714.2874	13.85492	
Within	101459.6219	246	412.4375		

					S
treatment					
Total	118602.484	249			

The result given in the table above revealed the calculated F-value 13.85492, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance. The *p*-value is .000114. The result is significant at *p* < .0. Therefore, there existed a significant difference among the educational qualification of the mother in listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.7 Table shows the type of school in listening achievement of the high school students in Arupukkottai block.

7.There is no significant difference among the type of school in listening achievement of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	14606.9954	2	7303.4977		
Within treatment	66435.9046	247	268.9713	27.15345	S
Total	81042.9	249			

The result given in the table above revealed the calculated F-value 27.15345, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance. The *p*-value is .000114. The result is significant at *p* < .0. Therefore, there existed a significant difference

among the the type of school in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.8Table shows the educational qualification of the father in listening achievement of the high school students in Arupukkottai block.

8.There is no significant difference among the educational qualification of the father in listening achievement of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	5784.4873	3	1928.1624	7.09758	S
Within treatment	46998.0325	173	271.6649		
Total	52782.5198	176			

The result given in the table above revealed the calculated F-value 7.09758, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is.0001559.The result is significant at p <.05.Therefore, there existed a significant difference among the educational qualification of the father in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.9Table shows the educational qualification of the mother in listening achievement of the high school students in Arupukkottai block.

9.There is no significant difference among the educational qualification of the mother in listening achievement of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	7334.4207	3	2444.8069	8.15948	S
Within treatment	73708.4793	246	299.628		
Total	81042.9	249			

The result given in the table above revealed the calculated F-value 8.15948, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .000034.The result is significant at $p <.05$. Therefore, there existed a significant difference among the educational qualification of the mother   in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.10Table shows the type of the school in socio cognitive listening strategies of the high school students in Arupukkottai block.

10**.**There is no significant difference among the type of the school in socio cognitive listening strategies   of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	1.0695	2	0.5348		

Within treatment	1576.6945	247	6.3834	0.08378	
					NS
Total	1577.764	249			

The result given in the table above revealed the calculated F-value0.08378, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .919664.The result is not significant at p <05. Therefore, there is no significant difference among the type of the school in socio cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was accepted.

4.4.11Table shows the educational qualification of the father in socio cognitive listening strategies of the high school students in Arupukkottai block.

11.There is no significant difference among the educational qualification of the father in socio cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	55.7477	3	18.5826		
Within treatment	1522.0163	246	6.1871	3.00346	S
Total	1577.764	249			

The result given in the table above revealed the calculated F-value 3.00346, which was more than the table value 3.02 for degrees of

freedom at 0.05 level of significance.The p-value is .0311.The result is significant at p <.05. Therefore, there existed a significant difference among the educational qualification of the father in socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.12 Table shows the educational qualification of the mother in socio cognitive listening strategies of the high school students in Arupukkottai block.

12.There is no significant difference among the educational qualification of the mother in socio cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	62.1861	3	20.7287	3.36457	S
Within treatment	1515.5779	246	6.1609		
Total	1577.764	249			

The result given in the table above revealed the calculated F-value 3.36457, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .019328 .The result is significant at p <.05. Therefore, there existed a significant difference among the educational qualification of the mother in socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.4.13 Table shows the type of school in meta cognitive listening strategies of the high school students in Arupukkottai block.

13.There is no significant difference among the type of school in meta cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	326.2306	2	163.1153		
Within treatment	24233.3854	247	98.1109	1.66256	NS
Total	24559.616	249			

The result given in the table above revealed the calculated F-value 1.66256, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .191768.The result is not significant at p <05. Therefore, there is no significant difference among the type of the school in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was accepted.

4.4.14 Table shows the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block.

14.There is no significant difference among the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	1061.1062	3	353.7021	= 3.70282	S
Within treatment	23498.5098	246	95.5224		
Total	24559.616	249			

The result given in the table above revealed the calculated F-value = 3.70282, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .012353.The result is significant at p <05. Therefore, there existed a significant difference among the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

4.4.15 Table shows the educational qualification of the mother in meta cognitive listening strategies of the high school students in Arupukkottai block.

15.There is no significant difference among the educational qualification of the mother in meta cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	1149.3983	3	383.1328	4.02605	S
Within treatment	23410.2177	246	95.1635		

Total	24559.616	249			

The result given in the table above revealed the calculated F-value is 4.02605, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .008045. The result is significant at p <05. Therefore, there existed a significant difference among the educational qualification of the mother   in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

4.4.16Table shows the type of school in cognitive listening strategies of the high school students in Arupukkottai block.

16.There is no significant difference among the type of school in cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	*SS*	*df*	*MS*		
Within treatment	1301.7185	2	650.8593	5.3155	S
Total	30244.0455	247	122.4455		
	31545.764	249			

The result given in the table above revealed the calculated F-value is 5.3155, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .005493. The result is significant at p <.05. Therefore, there existed a significant difference

among the type of the school in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

4.4.17Table shows p-value, t-value.

17.There is no significant difference among the educational qualification of the father cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	2142.4678	3	714.1559		
Within treatment	29403.2962	246	119.5256	5.97492	S
Total	31545.764	249			

The result given in the table above revealed the calculated F-value is 5.97492, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance.The p-value is .000603. The result is significant at p <05. Therefore, there existed a significant difference among the educational qualification of the father in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

4.4.18Table shows the educational qualification of the mother cognitive listening strategies of the high school students in Arupukkottai block

18. There is no significant difference among the educational qualification of the mother cognitive listening strategies of the high school students in Arupukkottai block.

Group	Source	Df	MS	F-value	Result
Between treatment	2627.4407	3	875.8136	7.4503	S
Within treatment	28918.3233	246	117.5542		
Total	31545.764	249			

The result given in the table above revealed the calculated F-value is 7.4503, which was more than the table value 3.02 for degrees of freedom at 0.05 level of significance. The p-value is .000085. The result is significant at $p < 05$. Therefore, there existed a significant difference among the educational qualification of the mother in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

**4.5 Findings :Hypothesis testing using pearson correlation co-efficient**

4.5.1Table shows the correlation between listening strategies and listening achievement of the high school students in Aruppukkottai block.

1.There is no significant correlation between listening strategies and listening achievement of the high school students in Aruppukkottai block.

| Variable	N	'r'-value	R^2-value	P-value	Results
Listening strategy and listening achievement	250	0 .2215	0.0491	<.00001	S

The value of R is 0 .2215 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0491.There was a moderate positive correlation between listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.5.2Table shows correlation between socio- cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

2.There is no significant correlation between socio-cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

Variable	N	'r'-value	R^2-value	P-value	Results
Socio-Cognitive Listening strategy and listening achievement	250	0.1646	0.0271.	< .009125	S

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The value of R is 0.1646 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .009125. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0271.There was a moderate positive correlation between socio- cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.5.3Table shows correlation between cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

3.There is no significant correlation between cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

Variable	N	'R'- value	R^2- value	P-value	Results
Cognitive Listening strategy and listening achievement	250	0.3826	0.1464.	< .00001.	S

The value of R is 0.3826 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination is

0.1464.There was a moderate positive correlation between cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.5.4Table shows correlation between meta - cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.There is no significant correlation between meta - cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

Variable	N	'r'-value	R^2 - value	P-value	Results
Meta-Cognitive Listening strategy and listening achievement	250	0.7475	0.5588.	< .00001.	S

The value of R is 0.7475. There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination, is 0.5588. There was a moderate positive correlation between meta - cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.5.5Table shows correlation between teachers listening strategy and listening achievement of the high school students in Aruppukkottai block.

5.There is no significant correlation between teachers listening strategies and listening achievement of the high school students in Aruppukkottai block.

Variable	N	'r'-value	Table value	R^2-value	P-value	Results
Treachers Listening strategy and listening achievement	250	0.3648	2861.732	0.0413	< .00001.	S

The value of R is 0.3648. There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0413.There was a moderate positive correlation between listening strategies of teachers and listening achievement of the high school students in Aruppukkottai block.

4.6.1Figure Average scores of cognitive listening strategies
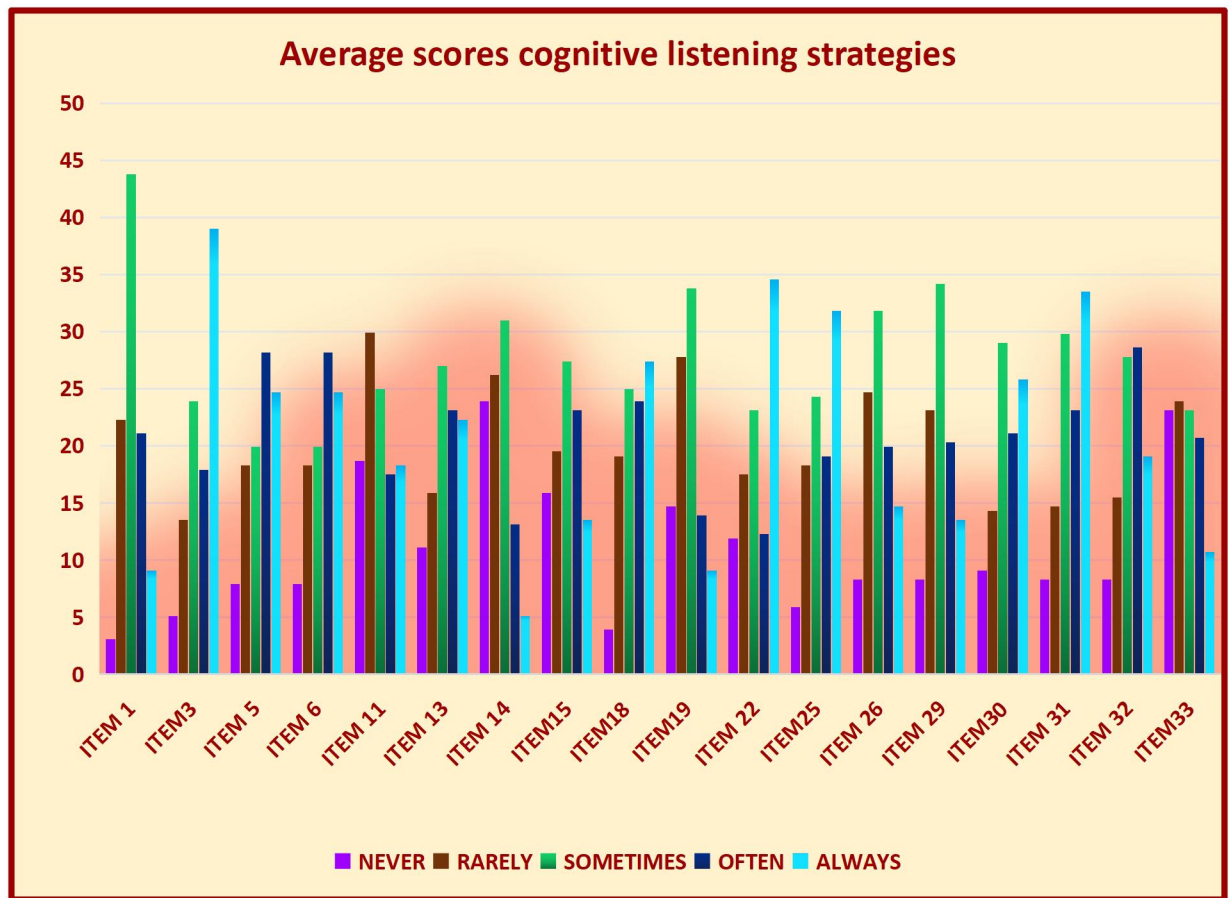
The figure above shows the average scores of total number of items - 1 to 18, In cognitive listening strategy with 5point scale (never, rarely,sometimes,often, and always.)   of high school students   in Arupukkottai block.

4.6.2Figure Average scores of Meta cognitive listening strategy

Average scores of Metacognitive strategies
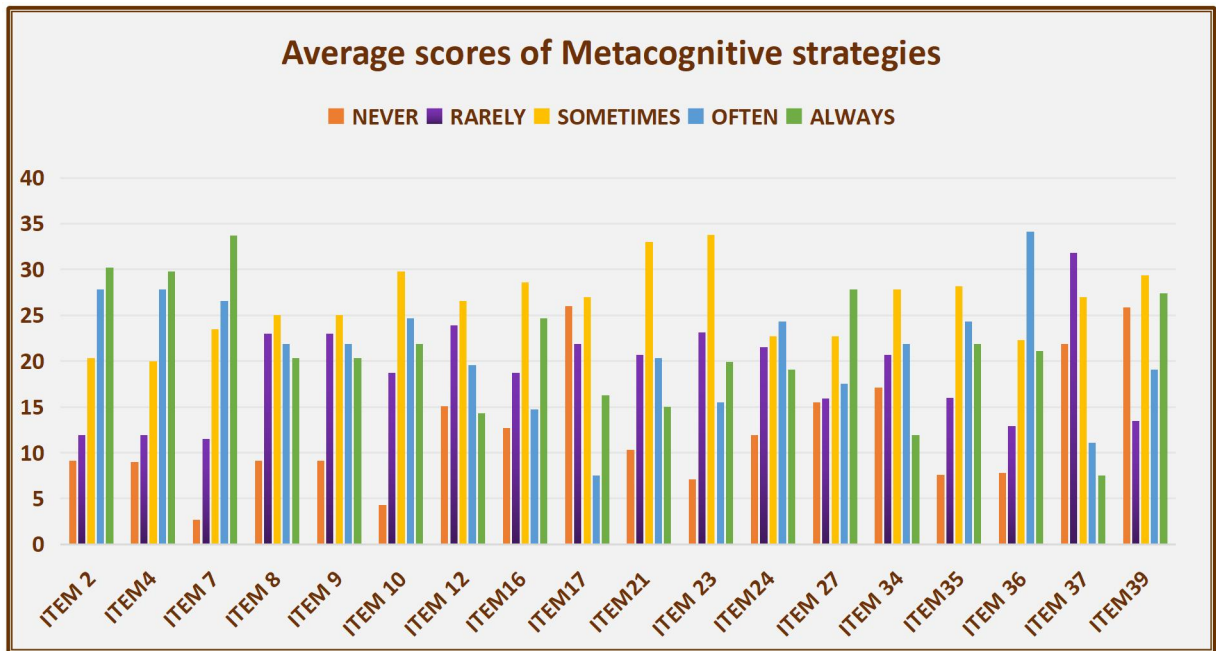
The figure above shows the average scores of total number of items - 1to18 in meta cognitive listening strategy with 5point scale (never, rarely,sometimes,often, and always.) of high school students in Arupukkottai block.

4.6.3Figure- Average scores of socio cognitive listening strategies
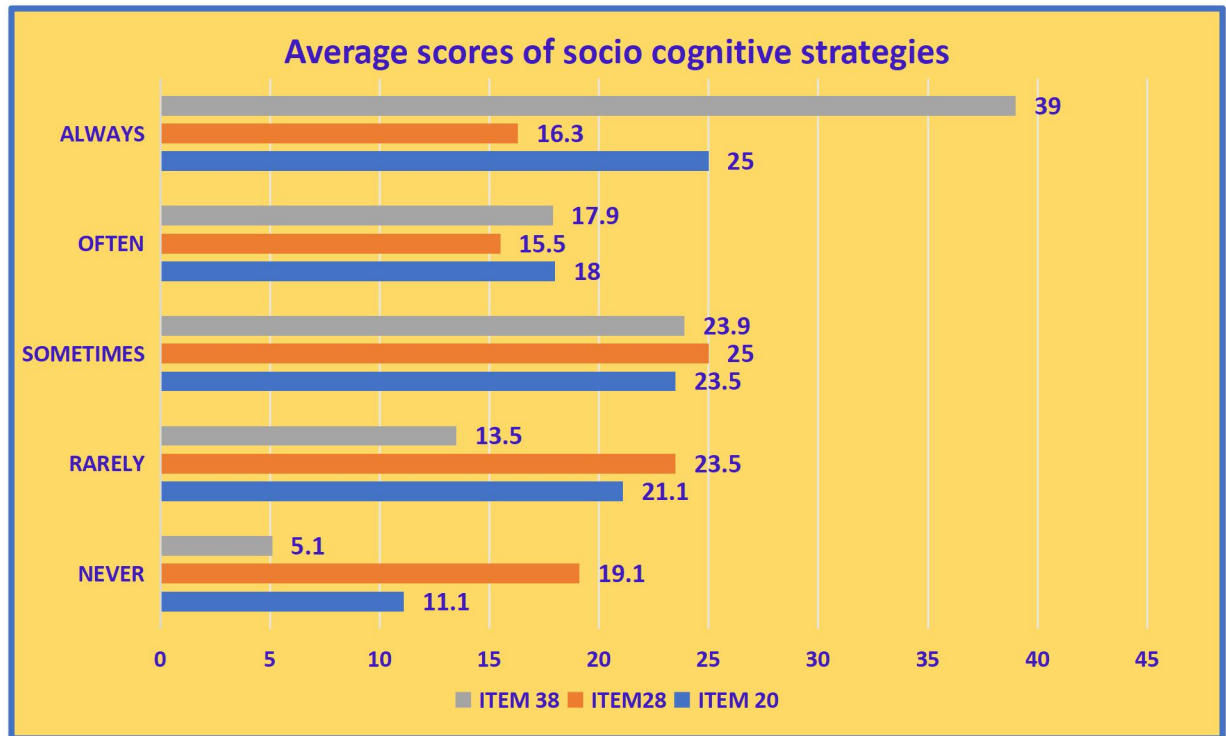
The figure above shows the average scores of items -1to 3 in socio cognitive listening strategy with 5point scale (never,rarely,sometimes,often, and always.) of high school students in Arupukkottai block.

4.6.4Figure Range of listening achievement scores
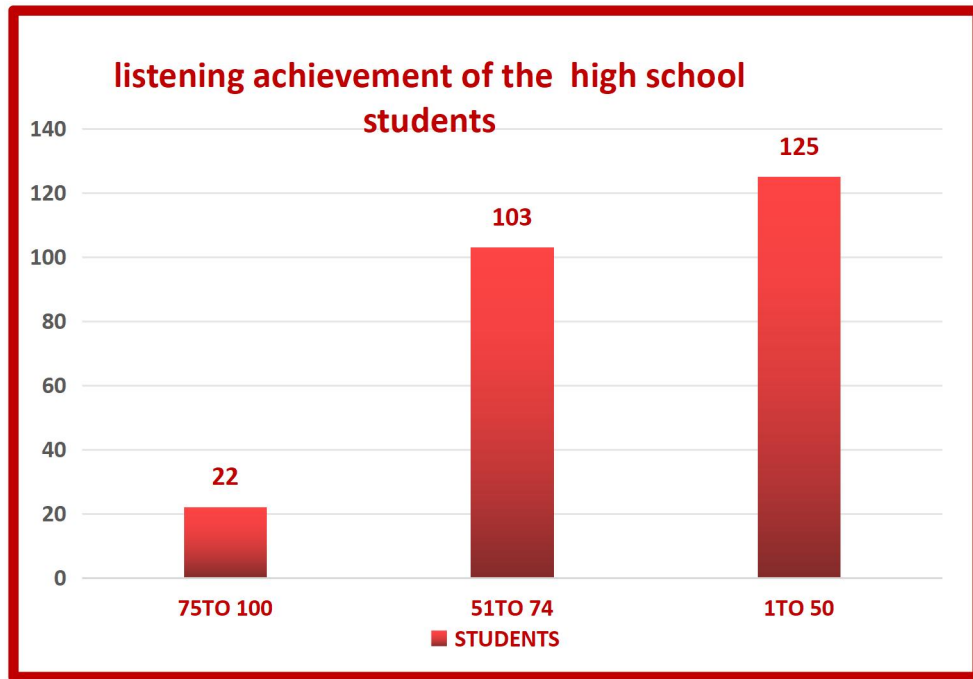
The figure above shows the range scores of high school students in listening achievement test 1to50-125,51to74- 103 and 75to100-22,

4.6.7 Figure Average score of listening strategy
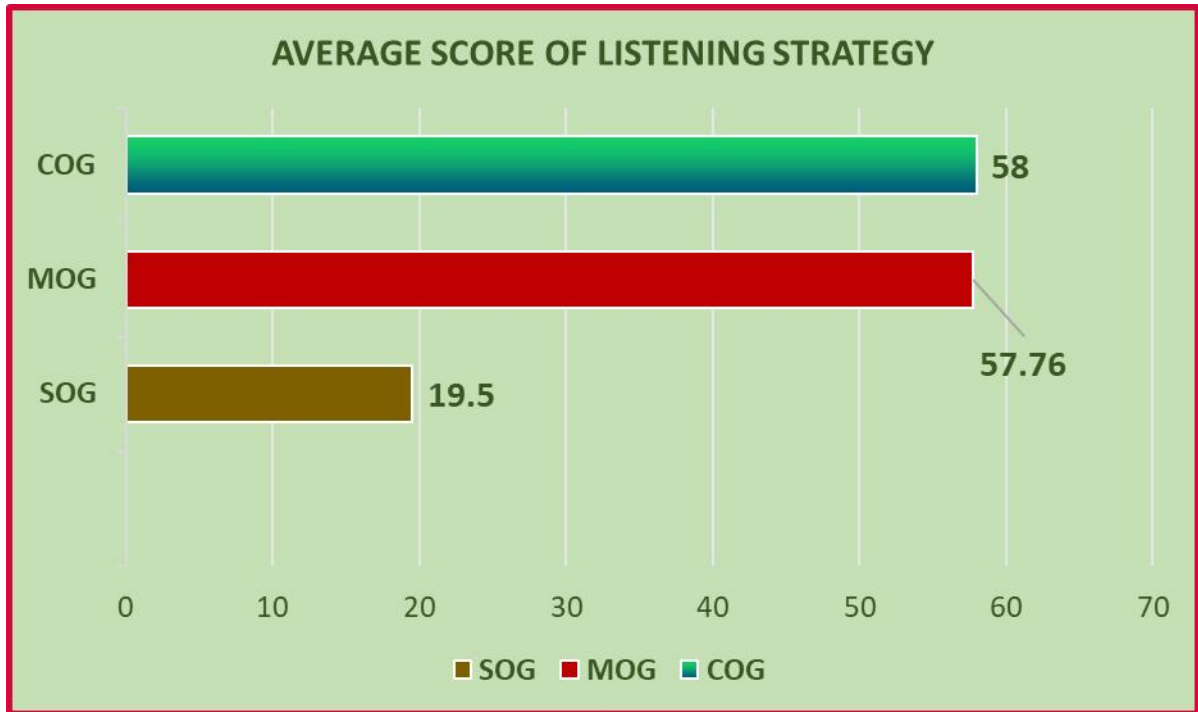
The figure above shows the average scores of socio-19.5,meta- cognitive -57.76 and cognitive -58 listening strategies of high school students in Aruppukkottai block.

4.6.7 Figure Average score of Teachers listening strategy
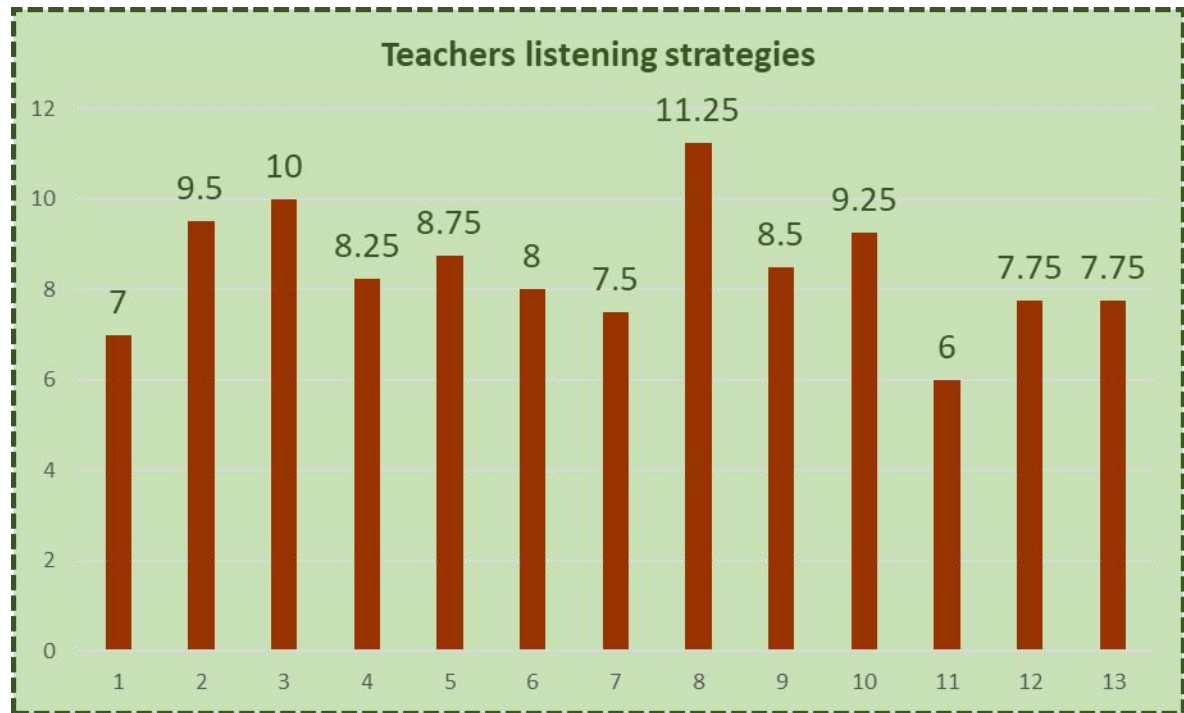
The figure above shows the average scores of total number of items - 1to13 in Listening strategy of ninth English language handling teachers of high schools in Aruppukkottai block.

4.6.8 Figure Average score of Teachers listening strategy
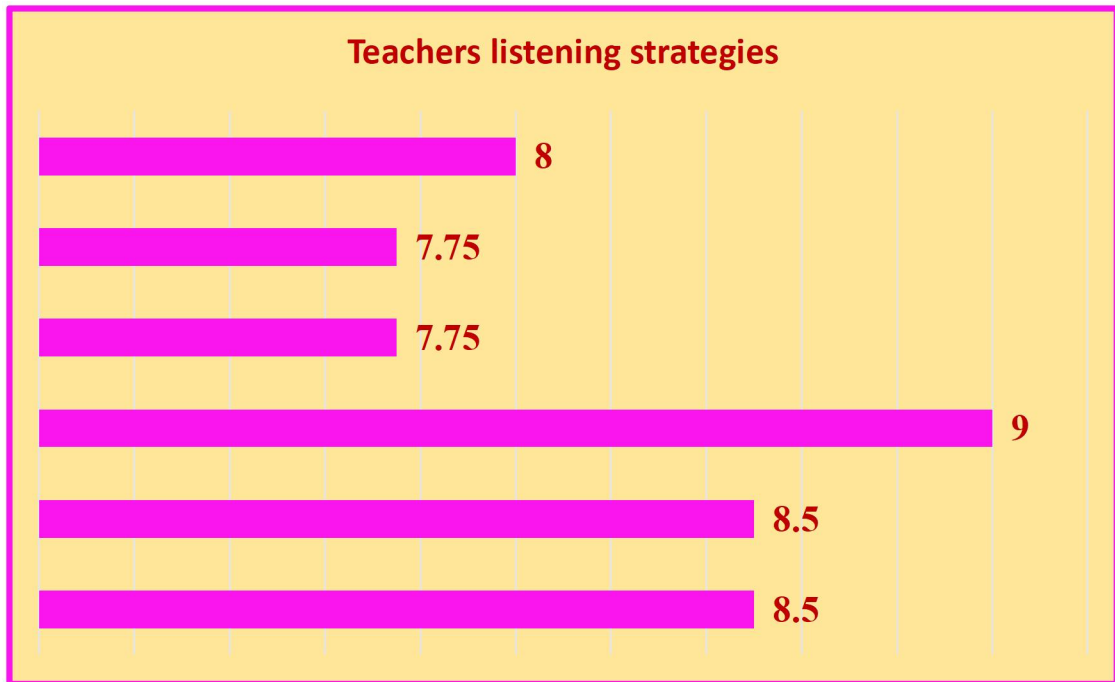
The figure above shows the average scores of items - 13to 19 in ninth handling English language Teachers' Listening strategy high schools in Aruppukkottai block.

Chapter 5

CHAPTER - V

FINDINGS, INTERPRETATION, RECOMMEDATIONDS

5.1 Introduction

The aim of the present study is "A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block." The first chapter is dealt with introduction and need of the study. The second chapter contains review literature with which investigator interprets the present endeavour. The third chapter covers the design of the study. The fourth chapter involves the analyses of data. The summary and findings are most important of the research because it reviews all the information which have been given in the previous sections. This chapter includes the findings suggestions for the study and conclusions.

5.2 Statement of the problem

A study on the relationship between listening strategies and listening achievement of the high school students in Aruppukkottai block.

5.3 Objectives

1.To find out the significant difference if any, in the listening strategies of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

2.To find out the significant difference if any, in the listening achievement of the high school students with respect to the gender, locality of the school, type of the school, category of the school, education qualification of the father and education qualification of the mother.

3.To find out significant relationship between listening strategy of the students and listening achievement of the high school students in Aruppukottai block.

5.3.1.Objectives using t- test

1.To find out the significant difference if any, in the listening strategies of the male and female high school students in Aruppukkottai block.

1. To find out the significant difference if any,in the listening strategies of the Rural and urban high school students in Aruppukkottai block.

2. To find out the significant difference if any, in the listening strategies and achievement motivation of the high school students in Aruppukkottai block.

3. To find out the significant difference if any, in the listening achievement of the   male and female high school students   in Aruppukkottai block.

5.To find out the significant difference if any, in the listening achievement of the rural and urban high school students   in Aruppukkottai block.

6.To find out the significant difference if any, in the cognitive and meta cognitive listening strategies of the high school students   in Aruppukkottai block.

7.To find out the significant difference if any, in the socio cognitive and meta cognitive listening strategies of the high school students   in Aruppukkottai block.

8.To find out the significant difference if any, in the cognitive and socio cognitive listening strategies of the high school students   in Aruppukkottai block.

9.To find out the significant difference if any, in the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.

10.To find out the significant difference if any, in the Rural and urban in socio cognitive listening strategies of the high school students in Aruppukkottai block.

11.To find out the significant difference if any, in the male and female in meta cognitive listening strategies of the high school students in Aruppukkottai block.

12.To find out the significant difference if any, in the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block.

13.To find out the significant difference if any,in the male and female in cognitive listening strategies of the high school students in Aruppukkottai block.

14.To find out the significant difference if any, in the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block.

15.To find out the significant difference if any, in the listening strategy and teachers listening strategy of the high school students in Aruppukkottai block.

16.To find out the significant difference if any, in the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block.

5.3.2Objectives using anova- test

1.To find out the significant difference among the listening achievement and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

2.To find out the significant difference among the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

3.To find out the significant difference among the Teachers listening strategies and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

4.To find out the significant difference among the type of school in listening strategies of the high school students in Arupukkottai block.

5.To find out the significant difference among the educational qualification of the father in listening strategies of the high school students in Arupukkottai block.

6.To find out the significant difference among the educational qualification of the mother in listening strategies of the high school students in Arupukkottai block.

7.To find out the significant difference among the type of school in listening achievement of the high school students in Arupukkottai block.

8.To find out the significant difference among the educational qualification of the father in listening achievement of the high school students in Arupukkottai block.

9.To find out the significant difference among the educational qualification of the mother in listening achievement of the high school students in Arupukkottai block.

10**.**To find out the significant difference among the type of the school in socio cognitive listening strategies of the high school students in Arupukkottai block.

11.To find out the significant difference among the educational qualification of the father in socio cognitive listening strategies of the high school students in Arupukkottai block.

12.To find out the significant difference among the educational qualification of the mother in socio cognitive listening strategies of the high school students in Arupukkottai block.

13.To find out the significant difference among the type of school in meta cognitive listening strategies of the high school students in Arupukkottai block.

14.To find out the significant difference among the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block.

15.To find out the significant difference among the educational qualification of the mother in meta cognitive listening strategies of the high school students in Arupukkottai block.

16.To find out the significant difference among the type of school in cognitive listening strategies of the high school students in Arupukkottai block.

17.To find out the significant difference among the educational qualification of the father cognitive listening strategies   of the high school students in Arupukkottai block.

5.3.3.Objectives testing using correlation

1.To find out the significant correlation between socio- cognitive listening strategy and listening achievement of the high school students in Aruppukkottai block.

2.To find out the significant correlation between meta-cognitive listening strategy and listening achievement of the high school students in Aruppukkottai block.

3.To find out the significant correlation between cognitive listening strategy and listening achievement of the high school students in Aruppukkottai block.

4.To find out the significant correlation between Teachers listening strategy and listening achievement of the high school students in Aruppukkottai block.

5To find out the significant correlation between listening strategy and listening achievement of the high school students in Aruppukkottai block.

5.4 General Hypothesis

1.There is no significant difference in the listening strategies of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

2.There is no significant difference in the listening achievement of the high school students with respect to the gender, locality of the school, type of the school, category of the school, educational qualification of the father and educational qualification of the mother.

3.There is no significant relationship between listening strategy of the students and listening achievement of the high school students in Aruppukottai block.

5.4.1Hypothesis testing using t- test

1.There is no significant difference in the listening strategies of the male and female high school students in Aruppukkottai block.

2.There is no significant difference in the listening strategies of the Rural and urban high school students in Aruppukkottai block.

3.There is no significant difference in the listening strategies and achievement motivation of the high school students in Aruppukkottai block.

4.There is no significant difference in the listening achievement of the male and female high school students in Aruppukkottai block.

5.There is no significant difference in the listening achievement of the rural and urban high school students in Aruppukkottai block.

6.There is no significant difference in the cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

7.There is no significant difference in the socio cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block.

8.There is no significant difference in the cognitive and socio cognitive listening strategies of the high school students in Aruppukkottai block.

9.There is no significant difference in the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.

10.There is no significant difference in the Rural and urban in socio cognitive listening strategies of the high school students in Aruppukkottai block.

11.There is no significant difference in the male and female in meta cognitive listening strategies of the high school students in Aruppukkottai block.

12. There is no significant difference in the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block.

13. There is no significant difference in the male and female in cognitive listening strategies of the high school students in Aruppukkottai block.

14. There is no significant difference in the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block.

15. There is no significant difference in the listening strategy and teachers listening strategy of the high school students in Aruppukkottai block.

16. There is no significant difference in the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block.

5.4.2 Hypothesis testing using anova- test

1. There is no significant difference among the listening achievement and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

2. There is no significant difference among the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

3. There is no significant difference among the Teachers listening strategies and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.

4. There is no significant difference among the type of school in listening strategies of the high school students in Arupukkottai block.

5.There is no significant difference among the educational qualification of the father in   listening strategies of the high school students in Arupukkottai block.

6.There is no significant difference among the educational qualification of the mother in listening strategies of the high school students in Arupukkottai block.

7.There is no significant difference among the type of school in listening achievement of the high school students in Arupukkottai block.

8.There is no significant difference among the educational qualification of the father in listening achievement of the high school students in Arupukkottai block.

9.There is no significant difference among the educational qualification of the mother in listening achievement of the high school students in Arupukkottai block.

10.There is no significant difference among the type of the school in socio cognitive listening strategies   of the high school students in Arupukkottai block.

11.There is no significant difference among the educational qualification of the father in socio cognitive listening strategies   of the high school students in Arupukkottai block.

12.There is no significant difference among the educational qualification of the mother in socio cognitive listening strategies   of the high school students in Arupukkottai block.

13.There is no significant difference among the type of school in meta cognitive listening strategies of the high school students in Arupukkottai block.

14. There is no significant difference among the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block.

15. There is no significant difference among the educational qualification of the mother in meta cognitive listening strategies of the high school students in Arupukkottai block.

16. There is no significant difference among the type of school in cognitive listening strategies of the high school students in Arupukkottai block.

17. There is no significant difference among the educational qualification of the father cognitive listening strategies of the high school students in Arupukkottai block.

18. There is no significant difference among the educational qualification of the mother cognitive listening strategies of the high school students in Arupukkottai block.

5.4.3 Hypothesis testing using correlation

1. There is no significant correlation between listening strategies and listening achievement of the high school students in Aruppukkottai block.

2. There is no significant correlation between socio- cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

3. There is significant correlation between cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4. There is no significant correlation between meta - cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

5.There is no significant correlation between listening strategies of teachers and listening achievement of the high school students in Aruppukkottai block.

5.5. Statistical Techniques Used

For analysing and interpretating the collected datas, the investigator has done the following calculations.

1. Mean, Median, Mode

2. Average

3. Percentage Analysis

4. t – test

5. Anova test.

6. Correlation

5.6 Sample

The investigator has selected the high school students in government, aided and private schools.

5.7 Method

The researcher used a survey method for this study.

5.7 Tools used for this method

The investigator has used the survey method. This method is used to collect the data. The researcher had used the listening strategies of the students and teachers of high school students in Aruppukkottai block.

5.8 Tool

The students'Listening Strategy Questionnaire is based on a survey of relevant widely used questionnaires of Vandergrift & Tafaghodtari, 2010;Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006;

Harris, 2007; Cheng, 2002; Lee, 1997; Teng, 1996. This tool consists of 39 and statements expressing the listening strategies of the high school students.The students were put a tick mark in each strategy statement on a 5-point rating scale ranging from 5 "Always" to 1 "Never".

3.Listening strategy of the teachers

The listening strategy of the teacher's Questionnaire is based on Bao's questionnaire in 2017 and it was modified by the investigator to find out the listening strategy of the ninth standard students handling teachers.

4.Listening achievement of the students

The investigator had conduct the MCQ listening test in English language for the ninth standard high school students. **5.9Findings:**

5.9.1Hypothesis accepted or rejected using t- test

1. There was a significant difference in the listening strategies of the male and female high school students in Aruppukkottai block. Hence the hypothesis was rejected.

2.There is no significant difference in the listening strategies of the rural and urban high school students in Aruppukkottai block. Hence the hypothesis was accepted.

3.There was a significant difference in the listening strategies and listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.There was a significant difference in the listening achievement of the male and female high school students in Aruppukkottai block. Hence the hypothesis was rejected.

5.There is no significant difference in the listening achievement of the rural and urban high school students in Aruppukkottai block. Hence the hypothesis was accepted.

6.There is no significant difference in the cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

7.There was a significant difference in the socio cognitive and meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

8.There was a significant difference in the socio cognitive and socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

9.There was a significant difference in the male and female high school students in socio cognitive listening strategies in Aruppukkottai block.Hence the hypothesis was rejected.

10.There is no significant difference in the Rural and Urban in socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

11.There was a significant difference in the the male and female in meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

12There is no significant difference in the rural and urban in meta cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

13.There was a significant difference in the male and female in cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

14.There is no significant difference in the rural and urban in cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was accepted.

15.There was a significant difference in the listening strategy and teachers listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

16.There was a significant difference in the listening achievement and teachers listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

5.9.2Findings Hypothesis testing using Anova test

1.There was a a significant difference among the listening achievement and cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

2.There was a a significant difference among the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.Hence the hypothesis was rejected.

3.There was a a significant difference among teachers listening strategies and the cognitive, meta-cognitive and socio -cognitive listening strategies of the high school students in Arupukkottai block.Hence the hypothesis was rejected.

4.There was a significant difference among the type of school in listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

4.There was a significant difference among the type of school in listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

5.There was a significant difference among the educational qualification of the father in   listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected

6.There was a significant difference among the educational qualification of the mother in listening strategy of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

7.There was a significant difference among the the type of school in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

8.There was a significant difference among the educational qualification of the father in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

9.There was a significant difference among the educational qualification of the mother   in listening achievement of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

10.There is no significant difference among the type of the school in socio cognitive listening strategies   of the high school students in Arupukkottai block. Hence the hypothesis was accepted.

11.There was a significant   difference   among the educational qualification of the father   in   socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

12.There was a significant   difference   among the educational qualification of the mother in socio cognitive listening strategies of the high school students in Aruppukkottai block. Hence the hypothesis was rejected.

13.There is no significant difference among the type of the school in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was accepted.

14.There was a significant difference among the educational qualification of the father in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

15.There was a significant difference among the educational qualification of the mother in meta cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

16.There was a significant difference among the type of the school in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

17.There was a significant difference among the educational qualification of the mother in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

18.There was a significant difference among the educational qualification of the mother in cognitive listening strategies of the high school students in Arupukkottai block. Hence the hypothesis was rejected.

5.9.3 Findings: Hypothesis testing using correlation

1.The value of R is 0 .2215 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0491.There was a moderate positive correlation between listening strategies and listening achievement of the high school students in Aruppukkottai block.

2.The value of R is 0.1646 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .009125. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0271.There was a moderate positive correlation between socio- cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

3.The value of R is .3826 There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination, is 0.1464.There was a moderate positive correlation between cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

4.The value of R is 0.7475. There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination, is 0.5588. There was a moderate positive correlation between meta - cognitive listening strategies and listening achievement of the high school students in Aruppukkottai block.

5.The value of R is 0 .3648There is a moderate positive correlation which means that high X variables scores go with high Y variables score and vice versa. The P – value is < .00001. The result is significant at p < .05. The value of R^2, the coefficient of determination is 0.0413.There was a moderate positive correlation between listening strategies of teachers and listening achievement of the high school students in Aruppukkottai block.

5.10 Suggestions for the study

1.The medium of teaching English should not be other than the target language.

2.The students in government and aided were found very poor in listening skills, so they should be highly encouraged and motivated.

3.Students should be encouraged to use different educational apps and provided with easy, effective and interesting listening study materials by the teachers.

4.Various innovative listening strategies could be learned by the students and educationists.

5.The teacher should take listening test regularly and should encourage the students to listen the English classes.

6.Different kinds of national, International training, seminars should be conducted to refresh the language teachers.

7.Students should be aware of the various strategies in LSRW in English language.

8.All the four skills should be taught in an equal exposure so as not to neglect the listening skill.

9.The common problems of non -native learners to listen to target language is its pronunciation. So the language learners should be get regular exposure of correct pronunciation, intonation, stress, pause etc

10.The students used the cognitive strategies in listening. The English language teachers should instruct the students to use all strategies in their classroom.

11.English language courses should include elements of listening strategy teaching to help students to take charge of their own learning of listening comprehension.

12.EFL teacher preparation courses and in-service staff development should integrate information and skills to provide strategy instruction in listening comprehension.

13.In India, where English is lingua franca of the educational institution, the orientation programs should be started where students are taught various skill and strategies related to EAP (English for Academic Purposes).

The learners should increase their listening strategies and it plays an important role in increasing the listening achievements , it is stated above in the findings if the students listening strategies increased the students listening achievement would be increased to. The English language teachers should pay more attention on the learning habit and the listening achievement of the students in order that they can reach the target of teaching and learning of the students.

5.11. Educational Implications

1.Listening strategy can be done with other variables,skills and subjects

2.Listening achievement can be done with other skills, subjects and variables

3.This study can be extended for further demographic variables like family income, and locality of the students etc.

4.This study will help to know about the various strategies in listening skills.

5.This study can be conducted on various grades of teachers and students.

6.Through this study we learned about the listening strategies and teachers listening strategies in English language.

7.This study will be conducted in educational levels like colleges, teacher training students, and universities etc.

8.This study is confined to some schools in Virudhunagar Educational District and it may be conducted on more Districts to establish the results fairly.

9.This study is confined to some schools in Aruppukkottai block and it may be conducted on more blocks to establish the results fairly.

10.Investigating the relationship between listening strategy and listening achievement and other variables such as motivation and self-regulation can also be done.

5.12 Conclusion

Listening involves a great deal of mental processes. The direct teaching of listening strategies to second language learners especially with poor listening proficiency, high level of anxiety, demotivated and uninterested associating listening is recommended not only for better understanding and for improving learner's confidence and making them less anxious when involved in listening events. The present study revealed that frequent use of listening strategy is good for the learners. The importance of understanding about the listening strategy of students and teachers and their listening achievements is crucial for improving the skills in English language.

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Annexures

Appendix A

Listening Strategies Questionnaire

I.Personal Data Sheet

1.Name of the school :

2.Gender: Male/Female

3.Type of the school: Govt/Aided

4.Category of the school: Rural/Urban

5.Ed qualification of the father : below 8th /10th/12th/Degree

6.Educational qualification of the motherr : below 8th/10th/12th degree

II.The listening strategy questionnaire

The statements mentioned below is about Students listening strategies in English Language. I request you to read the following statements and put a tick mark in the appropriate columns. N-Never,R-Rarely,S-Sometimes,O-Often,A-Always.

Statements	N	R	S	O	A
1.I use linguistic clues to comprehend the scripts, such as prefixes and suffixes.					
2.I focus harder on the text when I have trouble understanding.					
3.I use my experience and knowledge to help me understand.					
4.Before listening, I concentrate my mind on the listening task and keep away things that distract my attention.					
5.I use the words I understand to guess the meaning of the words I don't understand.					

6.I use the main idea of the text to help me guess the meaning of the words that I don't understand.					
7.When there's something I don't understand, I pursue trying to compensate for it.					
8.I listen to what is said without paying much attention to every new word.					
9.I skip over words that I do not understand so that I don't miss what is said next.					
10.I try to get back on track when I lose concentration.					
11.As I listen, I try to predict incoming content using the information being delivered.					
12.When my mind wanders, I recover my concentration right away.					
13.As I listen, I compare what I understand with what I know about the topic.					
14.As I listen, I try to think in English without having to translate into my own Language					
15.Before listening, I try to predict the words I am likely to hear based on the title.					
16.I identify my problems in listening and work on solving them.					
17.I watch TV shows or movies or listen to the radio in English to enhance my listening ability.					
18.I use pronunciation aspects like stress and intonation to enhance my understanding.					
19.Before listening, I make predictions about the listening material based on the title.					
20.I try to relax whenever I feel tense as I listen.					
21.After listening, I think back to how I listened, and about what I					

might do differently next time.					
22.I use the setting and the relationship between speakers to guess the meaning of unknown words.					
23.After listening, I reflect on my problems or difficulties and how to overcome them.					
24.After listening, I evaluate how much I could understand.					
25.I use the speakers' tone and intonation to better understand what I listen to.					
26.As I listen, I quickly adjust my interpretation if I realize that it is not correct.					
27.After listening, I reflect on the listening task with my classmates.					
28.I talk to my teacher and classmates about how to be a better listener of English.					
29.I use my knowledge of the text organization to understand the text.					
30.I picture the setting of the conversation to understand what the speakers are talking about.					
31.When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense					
32.I translate in my head as I listen.					
33.After listening, I make a mental summary of what I have listened to.					
34.Before I start to listen, I have a plan in my head for how I am going to listen.					
35.As I listen, I repeat important words mentally.					
36.As I listen,I periodically ask myself if I am satisfied with my level of comprehension.					

37.When I have difficulty understanding what I hear, I give up and stop listening.					
38.As I listen, I encourage myself through positive self-talk.					
39.Before listening, I think of similar texts that I may have listened to.					

Appendix B

Teachers' Teaching Strategy Questionnaire

I.Personal Data Sheet

1.Name of the school :

2.Gender: Male/Female

3.Type of the school: Govt/Aided

4.Category of the school: Rural/Urban

II.Teachers' Teaching Strategy Questionnaire

The statements mentioned below is about Teachers' Teaching Strategy Questionnaire. I request you to read the following statements and put a tick mark in the appropriate columns. N-Never, R-Rarely, S-Sometimes, O-Often, A-Always.

Teachers listening strategies questionnaire	N	R	S	O	A
1.In listening class, I often combine the listening and speaking, that it, the information heard can leave a deeper impression through speaking, namely, language application can help language learning.					
2.Before making students listen to the material, I introduce some background information, related terms and guide them to preview the new words, illustrations and exercises.					
3.According to different listening tasks, I guide students to use different listening skills to understand the listening materials.					
4.Before listening, let students understand listening purposes, such as listen to the general meaning or important details, etc.					

5.When encountering difficult words or sentences,I guide students to skip the them and continue to listening.					
6.I help the students to develop extracurricular listening program, establish listening exercise goal, and encourage students to report on what they hear regularly.					
7.I motivate the students to create opportunities to practice listening himself, such as taking advantage of oral English class or participating in the English corner, etc.					
8.Assign students to classify and categorize the words, terminology, concept they have learned.					
9.Analyze different types of listening with students, summarize the general rules, for example, when listening to the news reports, students should pay attention to when, where, why.					
10.Through contrastive analysis, teach students to use similar pronunciation of words to remember new English words which appear in the listening process.					
11.I not only teach students new knowledge, but also teach them to understand the listening materials through analyzing the connection between old and new knowledge and common sense.					
12.Analyze some pragmatic functions of discourse marker, such as but, because, therefore, however to help students to reason and make judgments.					
13.Before listening, teach students to predict the					

material content according to titles and the questions to be answered.

14.In the process of listening, sometimes pause and let students to forecast the following content according the above content.

15.Before and after listening organize students to discuss how to take notes. In the process of listening, let students write down information they think is important.

16.When listening English materials, remind students not to translate every word into Chinese in their minds.

17.Sometimes give students some model essay in class, let them mark the stress and intonation, divide meaningful groups to improve listening comprehension ability.

18.Introduce and play some English movie, situational comedies to let the students contact the most real and natural English.

19.To guide students to choose their interested methods to learn English outside their classroom, such as listening to music, watching English TV, listen to the radio, etc.

Appendix C

Listening comprehension test

1.Part A: directions: In this part you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer.

Example:

On the recording, you hear:

Woman: The lawyer spent hours and hours working on that case.

Man : It's true that he prepared hard for the case, but his work was for nothing.

What does the man mean ?

In your test book, you read:

(A) All the lawyer's work did no good.

(B) The lawyer prepared nothing for the case.

(C) It wasn't work for the lawyer to prepare for the case.

(D) The lawyer didn't work to prepare for the case.

Part B

Sample questions from this part:

Narrator : Listen to a welcome address by a member of Sierra club.

Woman : Welcome to this introductory meeting for new members of the Sierra Club.

The Sierra Club is an organization whose goals are centered on the protection of the environment. It was founded in 1892 in San Francisco by naturalist John Muir, who was intent on preserving the natural beauty and harmony of the Sierra Nevada in eastern California. Today the Sierra Club boasts almost 200,000 members in all fifty states

of the United States. Through activities such as conferences, lectures, exhibits and films, the organization works to continue the effort begun by John Muir. The Sierra Club also publishes a weekly newspaper, a bimonthly magazine, and various books.

1.What is the main objective of the Sierra Club?

(A) To protect its members

(B) To save the natural environment

(C) To honor the memory of John Muir

(D) To improve San Francisco's natural beauty

2. How long has the Sierra club been in existence?

(A) For less than a year.

(B) Only for a decade

(C) For more than a century.

(D) For at least two centuries.

3.Where does the Sierra club have members?

(A) All over the world

(B) In the entire United States

(C) Only in California

(D) Only in the Sierra Nevadas

Part C

Listen to a high school student principal talking to students. (Sample item A and a teacher Sample item B)Then answer the questions 1 and 2.

On the recording you will hear:

Narrator: Listen to a high school principal talking to the school's students.

Man: I have a special announcements to make. This year , not just one,but three of our students will be receiving national awards for their academic achievement. Kristy,Martin and shriya have all been chosen for

their high marks.It is very unusual for one school to have so many students receive this award in a single year.

1.What is the subject of the announcement?

A)The school will be adding new classes.

B)Three new teachers will be working at the school.

C)Some students have received an award.

D)The school is getting its own newspaper.