

Chapter IV

Results and Discussions

In this chapter there are analyzed and interpreted the results those were found from the sample with the help of specific tools as observation and questionnaire. In the same way, the summary and findings from the result are also presented in the same chapter. The data from sample are analyzed and interpreted through both qualitative and quantities methods. Data are quantitatively presented at first through simple statistical tools as tabulation, frequency count and percent) age. Similarly, the same data are interpretation narrative from and simple language.

Analysis of data and interpretations of the results

In this sub-heading, the data are analyzed and their appropriate interpretation is presented.

Analysis and interpretation of the data from observation checklist.

The table given below shows the frequency of the strategies of communication from observation check-list.

Table 1
The Detail of the Strategies used for Communication in Observation

S.N.	Strategies of communication	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Approximation	87	5.36	63	3.88	150	9.24
2.	World coinage	46	2.83	29	1.78	75	4.62
3.	Circumlocution	175	10.78	143	8.81	318	19.60
4.	Language switch	57	3.51	213	13.13	270	16.64
5.	Literal translation	80	4.93	103	6.35	183	11.28
6.	Appeal for assistance	110	6.78	160	9.86	270	16.64
7.	Mime	34	2.09	47	2.89	81	4.99
8.	Avoidance	55	3.39	222	13.68	277	17.07
	Total	644		978		1622	

Hence, the table is interpreted in the following way.

Approximation

The strategy was used 150 times and the frequency rate was (9.24 percent). In the context of institutional school, it was used 87 times and (5.36 percent) was the frequency rate. On the other hand, in the context of community school, 63 times were the frequency number and (3.88 percent) was the frequency rate for the same strategy.

Word Coinage

This strategy was used 75 times in total and the frequency rate was (4.62 percent). In the context of institutional school, it was used 46 times and (2.83 percent) were the frequency rate of the strategy. Contrary to this, in the context of community school 29 times were the frequency number and 1.78 were the frequency rate.

Circumlocution

In case of this strategy, 318 times were the frequency and the frequency rate was 19.60 percent). In the context of institutional school, it was used 175 times and (10.78 percent) were the frequency rate of this strategy. Contrary to this, in the context of community school, 143 times is the frequency number and (8.81 percent) were the frequency rate for the strategy.

Language Switch

Similarly, this strategy was used 270 times and the frequency rate was (16.64 percent). In the context of institutional school, it was used 57 times and (3.51 percent) were the frequency rate of this strategy. Contrary to this, in the context of community school 213 times were the frequency number and (13.13 percent) were the frequency rate.

Literal Translation

This strategy was used 183 times in total and the frequency rate was 11.28. In the context of institutional school, it is used 80 times and (4.93 percent) were the frequency rate of this strategy. On the other hand, in the context of community school 103 times were the frequency number and (6.35 percent) were the frequency rate.

Appeal for Assistance

This strategy was used 270 times and the frequency rate was (16.64 percent). In the context of institutional school, it was used 110 times and (6.78 percent) were the frequency rate of this strategy. On the other hand, in the context of community school, 160 times were the frequency number and (9.86 percent) were the frequency rate.

Mime

This strategy was used 81 times and the frequency rate were approximately (4.99 percent) of the schools used it. In the context of institutional school it is used 34 times and (2.09 percent) were the frequency rate of this strategy. Contrary to this, in the context of community school 47 times were the frequency number and (2.89 percent) were the frequency rate.

Avoidance

This strategy was used 277 times and the frequency rate was (17.07 percent). In this context of institutional school, it was used 55 times and 3.39 percent) were the frequency rate of this strategy. On the other hand, in the context of community school 222 times were the frequency number and (13.68 percent) were the frequency rate.

Analysis and Interpretation of the Data Obtained from Questionnaire

The data from questionnaire are analyzed in both qualitative and quantitative way in the following way.

The table given below shows the strategy using to solve problem while speaking.

Table 2
Strategy using the Solve Problem while Speaking

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Use body language	10	16.66	8	13.33	18	29.99
2.	Avoid the lesson	1	1.60	7	11.66	8	13.26
3.	Use the Nepali language	12	20.00	7	11.66	19	31.66
4.	Appeal for assistance	5	8.33	4	6.66	9	14.99
5.	Translation	2	3.33	4	6.66	6	9.99

In the context of institutional school, (20 percent) students used Nepali language, (16.66 percent) students used body language (8.33 percent) students used appeal for assistance (3.33 percent) students used translation and 1.6 percent) students avoid the lesson. In the context of community school, (13.33 percent) student used body language, (11.66 percent) students used avoid the lesson, (11.66 percent) students used the Nepali language, (6.6 percent) students used translation.

The table shows that, (31.66 percent) of the students used Nepali language. In the same way (29.99 percent) students used body language (13.26 percent) of them avoid the lesson,(14.99 percent) of the students appealed for assistance and (9.99 percent)of them used translation.

Strategies of Finding the Meaning through Guessing

The table given below shows the strategies of finding the meaning through guessing.

Table 3
Strategy of Finding the Meaning through Guessing

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	2	3.33	2	3.33	4	6.66
2.	Sometimes	26	43.33	20	33.33	46	76.66
3.	Never	-	-	1	1.66	1	1.66
4.	Frequently	2	3.33	5	8.33	7	11.66
5.	Neutral	1	1.666	3	5.00	4	6.66

In the context of institutional school (43.33 percent) students used sometimes, (3.33 percent) students used always, (3.33 percent) students used frequently and (1.66 percent) students used neutral strategy of finding the meaning through guessing. In the context of community school, (3.33 percent) students used sometimes, (8.33 percent) students used frequently, 5 percent) students used neutral (3.33 percent) students used always and (1.66 percent) students never find the meaning through guessing.

The table shows that, (76.66 percent) of the students had used the strategy. In the same way (11.66 percent) of them used frequently, (6.66 percent) of them used always and neutral and (1.66 percent) of them used never finding the meaning through guessing.

Strategy of Using Body Language

The table given in the next page shows the strategies of using body language.

Table 4
Strategy of Using Body Language

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	13	21.66	12	20.00	25	41.66
2.	Sometimes	9	15.00	10	16.66	19	31.666
3.	Never	0	0.00	0	0.00	0	0.00
4.	Frequently	5	8.33	5	8.33	10	16.66
5.	Neutral	3	5.00	3	5.00	6	100.00

In the context of institutional school (21.66 percent) students used always 15 percent) students used body language at sometimes, 8.33 percent) students used frequently, 5 percent) students used neutral strategy of using body language. In the context of community school (20 percent) students used always body language, (16.66 percent) students used sometimes, 8.33 percent) students used frequently, (5 percent) students used neutral body language.

Hence, the table shows that, (41.66 percent) students always used body language, (31.66 percent) students used sometimes, (16.66 percent) students used frequently and (10 percent) students used neutral body language.

Frequency of the Strategy of Feel difficult to use

The table give shows that strategy often feels difficult to use.

Table 5
Strategy often Feel difficult to use

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Translation	7	11.666	9	15.00	16	26.66
2.	Substitution	13	21.66	4	6.66	17	28.33
3.	Mime	1	1.66	3	5.00	4	6.666
4.	Description	8	13.33	12	20.00	20	33.33
5.	Word coinage	1	1.66	2	3.33	3	5.00

In the context of institutional school, (21.66 percent) of the students used substitution, (13.33 percent) students used description, (11.66 percent) students used translation, (1.66 percent) students used mime and word coinage. Similarly, in the context of community school (20 percent) students used description, (15 percent) students used translation, (6.66 percent) students used substitution, (5 percent) students used mime and (3.33 percent) students used word coinage.

The table shows that, (33.33 percent) student used description, (28.33 percent) students used substitution, 26.66 percent) of them used translation, (6.66 percent) of them used mime and (5 percent) of them used word coinage strategy often they feel difficult to use this strategy.

Frequency of the strategy apply mostly when get confused regarding the teacher's questions

The table given below show the strategies to apply mostly when get confused regarding the teacher's questions.

Table 6
Strategy to Apply Mostly when Get Confused Regarding the Teacher's Questions

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Guessing answer	4	6.66	2	3.33	6	10.00
2.	Appeal for assistance	8	13.33	13	21.66	21	35.00
3.	Asking for clarification	7	11.66	4	6.66	11	18.33
4.	Communication context	10	16.66	11	18.33	21	35.00
5.	Asking for translation	1	1.66	-	-	1	1.66

In the context of institutional school, (16.66 percent) of them used communication context, (13.33 percent) of them used appeal for assistance, (11.66 percent) of them used asking for clarification, approximately (1.66 percent) of them used guessing answer and (1.66 percent) students used asking for translation. Similarly, in the context of community school (21.6 percent) students used appeal for assistance, (18.33 percent) students used communication, context, (6.66 percent) of them used asking for clarification and (3.66 percent) of them used guessing answer.

Hence, table shows that, (35 percent) of the students used appeal for assistance and communication context, (18.33 percent) students used communication context, (10 percent) students used guessing the answer and (1.66 percent) of them used asking for translation to apply mostly when the students get confused regarding the teacher's questions.

Frequency of the strategy understanding the teachers classroom lesson

The table given below shows the strategies of understanding the teachers classroom lesson.

Table 7
Strategy of Understanding the Teachers Classroom Lesson

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Through translation in Nepali	14	23.33	14	23.33	28	46.66
2.	Through desertion in Nepali	6	10.00	9	15.00	15	25.00
3.	Through body language	5	8.33	-	-	5	8.33
4.	Through explanation in English	5	8.33	5	8.33	10	16.66
5.	Through example	-	-	2	8.33	2	3.33

In the context of institutional school, (23.33 percent) students used through translation in Nepal, (10 percent) students used through desertion in Nepali, (8.33 percent) of them used both through body language and through explanation in English. Similarly, in the context of community school (23.33 percent) students used through translation in Nepal, (15 percent) of them used through desertion in Nepali, (8.33 percent) of them used through explanation in English and (3.33 percent) of them used through examples.

Table shows that, (46.66 percent) students used through translation in Nepali, (25 percent) students used through desertion in Nepali, (16.66 percent) of them used through explanation in English, (8.33 percent) of them used through body language and (3.33 percent) of them understand through example in the teachers classroom lesson.

Frequency of the strategy used nearer words while getting confused in course of communication.

The table given below shows the strategies used nearer words while getting confused in course of communication.

Table 8
Strategy of used Nearer Words While Getting Confused in Course of
Communication

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	4	6.66	8	13.33	12	20.00
2.	Sometimes	18	30.00	20	33.33	38	63.33
3.	Never	-	-	-	-	-	-
4.	Frequently	8	13.33	2	3.33	10	16.66
5.	Neutral	-	-	-	-	-	-

In the context of institutional school, (30 percent) students used sometimes nearer words, (13.33 percent) students used frequently and (6.66 percent) of them used Always nearer words while getting confused. Similarly, in the context of community school (33.33 percent) of them used sometimes nearer words, (13.33 percent) students used Always and (3.33 percent) of hem used frequently.

Hence, the table shows that, the students (63.33 percent) sometimes used nearer words, (20 percent) of them always used nearer words and (16.66 percent) of them frequently used words while getting confused in course of communication.

Frequency of the strategies of using new words in order to speak a designed meaning

The table given below shows the strategies of using new words in order to speak a designed meaning.

Table 9
Strategy of Ten using New Words in order to Speak a Designed Meaning

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	8	13.33	9	15.00	17	28.33
2.	Sometimes	14	23.33	11	18.33	25	41.66
3.	Never	-	-	3	5.00	3	5.00
4.	Frequently	8	13.33	7	11.66	15	25.00
5.	Neutral	-	-	-	-	-	-

In the context of institutional school, (23.33 percent) students used new words in order to speak a designed meaning, (13.33 percent) of the students always and frequently used new words. Similarly, in the context of community school (18.33 percent) of them sometimes used new words, (15 percent) of them used always, (11.66 percent) of them frequently used new words and (5 percent) of hem never used new words in order to speak a designed meaning.

Table, shows that, (41.66 percent) of the students used sometimes new words, (28.33 percent) of them used always, 25 percent) of the frequently used and 5 percent) of the students never used new words in order to speak a designed meaning.

Frequency of the strategy often asking teachers and friends if became confused

The given below table shows the strategies often asking teachers and friends if became confused.

Table 10
Strategy often Asking Teachers and Friends if Became Confused

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	2	3.33	4	6.60	6	10.00
2.	Sometimes	14	23.33	15	25.00	29	48.33
3.	Never	-	-	1	1.66	1	1.66
4.	Frequently	8	13.33	3	5.00	11	18.33
5.	Neutral	5	8.33	7	11.66	12	20.00

In the context of institutional school, (23.33 percent) asked teachers and friends if became confused, (13.33 percent) sometime frequently, (8.33 percent) neutral asked and (3.33 percent) of students always asked to the teachers and friends. Similarly, in the context of community school (25 percent) students sometimes asked teachers and friends, (11.66 percent) of them neutral (6.60 percent) always asked, (5 percent) of them frequently asked and (1.60 percent) never asked.

Table shows that, (48.33 percent) of the students sometimes asked to the teachers and friends, (20 percent) neutral asked other, (18.33 percent) frequently asked, (10 percent) always asked and (1.66 percent) students never asked to the teachers and friend if they became confused.

Frequency of the strategy of often not speaking anything if became confused

The table given next page shows the frequency of he strategy of often not speaking anything if became confused.

Table 11
Frequency Strategy of not Speaking in the Confusion

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	11	18.33	12	20.00	23	38.33
2.	Sometimes	16	26.66	16	26.66	32	53.33
3.	Never	-	-	-	-	-	-
4.	Frequently	3	5.00	1	1.66	4	6.66
5.	Neutral	-	-	1	1.66	1	1.66

In the context of institutional school, (26.66 percent) students sometimes not speaking anything if became confused, (18.33 percent) always not speaking and (5 percent) of them frequently used not speaking. Similarly, in the context of community school (26.66 percent) students used some times, (20 percent) of them always not speaking and (1.66 percent) of them used frequently and neutral.

Hence, table shows that, (53.33 percent) students sometimes used not to speaking anything, (38.33 percent) of students always, (6.66 percent) of them frequently and (1.66 percent) of them used neutral speaking anything if they became confused.

Frequency of the strategy of often using Nepali words while speaking English

The table given next page shows the strategies of often using Nepali words while speaking English.

Table 12
Strategy often using Nepali Words while Speaking English

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Always	5	8.33	15	25.00	20	33.33
2.	Sometimes	22	36.66	9	15.00	31	51.66
3.	Never	-	-	-	-	-	-
4.	Frequently	2	3.33	1	1.66	3	5.00
5.	Neutral	1	1.66	5	8.33	6	10.00

In the context of institutional school, (36.66 percent) students used sometimes Nepali words while speaking English, (8.33 percent) of them always used, (3.33 percent) of them used frequently and (1.66 percent) of them neutral used Nepali words. Similarly, in the context of community school (25 percent) students always used Nepali words, (15 percent) of them used sometimes, (8.33 percent) of them used neutral and (1.66 percent) of them frequently used Nepali words while speaking English.

The table shows that, 51.66 percent) students sometime used Nepali words, (33.33 percent) of them always used (10 percent) of them were neutral and (5 percent) of them frequently used Nepali words.

Frequency of the strategy to be interactive with friends inside or outside the classroom

The table given next page shows the strategies to be interactive with friends inside or outside the classroom.

Table 13
Strategy to be Interactive with Friends Inside or Outside the Classroom

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Use switching	1	1.66	4	6.66	5	8.33
2.	Use translation	10	16.66	15	25.00	25	41.66
3.	Use description	2	3.33	2	3.33	4	6.66
4.	Use explanation	10	16.66	6	10.00	16	26.66
5.	Use body language	7	11.66	2	3.33	9	15.00

In the context of institutional school, (16.66 percent) of the students used translation and description to be interactive with friends inside or outside the classroom, (11.66 percent) of them used body language, (3.33 percent) of them used description and (1.66 percent) of them used switching. Similarly, in the context of community school (25 percent) students used translation, (10 percent) of them used explanation, (6.66 percent) of them used switching and (8.33 percent) of them used both description and body language.

The table shows that, (41.66 percent) of the students used translation to be interact, (26.66 percent) of them used explanation, (15 percent) of them used body language, (8.33 percent) of them used switching and (6.66 percent) of them used description to be interactive with friends inside or outside the classroom.

Frequency of the strategy does the teacher mostly use to manage the students interaction

The table given below shows the strategies does the teacher mostly use to manage the students interaction.

Table 14
Strategy does the Teacher Mostly use to Manage the Students Interaction

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Asking question	10	16.66	8	13.33	18	30.00
2.	Demonstration	6	10.00	10	16.66	16	26.66
3.	Giving lecture	-	-	3	5.00	3	5.00
4.	Classroom observation	8	13.33	6	10.00	14	23.33
5.	Telling story	6	10.00	2	3.33	8	13.33

In the context of institutional school, (16.66 percent) of the teachers used asking question to manage the students interaction, (13.33 percent) of the teachers used classroom observation, and (10 percent) of the teachers used both demonstration and telling story. Similarly, in the context of community school (16.66 percent) of the teachers used demonstration, (13.33 percent) of the teachers used asking questions, (10 percent) of them used classroom observation, (5 percent) of them used giving lecture and (3.33 percent) of them used telling story.

The table shows that, (30 percent) of them used asking questions to manage the students interaction, (26.66 percent) of them use demonstration, (23.33 percent) of them used classroom observation, (13.33 percent) of them used telling story and 5 percent) of them used giving lecture to manage the students interaction.

Frequency of the strategy of the week students try to make smooth communication.

The table given below shows the strategies of the week students try to make smooth communication.

Table 15
Strategy of the Weak Students Try to Make Smooth Communication

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Use of fillers	3	5.00	4	6.66	7	11.66
2.	Target language	13	21.66	16	26.66	29	48.33
3.	Use of mother tongue	8	13.33	3	5.00	11	18.33
4.	Gesture	2	3.33	-	-	2	3.33
5.	Use of body language	4	6.66	7	11.66	11	18.33

In the context of institutional school, (21.66 percent) of the students used target language to make smooth communication, (13.33 percent) of them used mother tongue, (6.66 percent) of them used body language, (5 percent) of them used fillers and (3.33 percent) of them used Gesture. Similarly, in the context of community school (26.66 percent) of the students used target language to make smooth communication, (11.66 percent) of them used body language, (6.66 percent) of them used fillers and (5 percent) of them used their mother tongue.

Hence, the table shows that, (48.33 percent) of the students used target language, (18.33 percent) of them used both mother tongue and body language, (11.66 percent) of them used fillers, and (9.33 percent) of them used gesture to make smooth communication.

Frequency of the strategy the students employ when heir friends are not convinced to their views in communication

The table given below shows the strategies students employ when heir friends are not convinced to their views in communication.

Table 16
Strategy the Students Employ when their Friends are not Convinced to their Views in Communication

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Periphrasis	2	3.33	4	6.66	6	10.00
2.	Giving example	20	33.33	16	26.66	36	60.70
3.	Generalization	6	10.00	0	0.00	6	10.00
4.	Literal Translation	1	1.66	3	5.00	4	6.66
5.	Use of mime	1	1.66	5	8.33	6	10.00

In the context of institutional school, (33.33 percent) of them used giving example, (10 percent) of them used generalization, (3.33 percent) of them used periphrasis and (1.66 percent) of them used translation and mime. Similarly, in the context of community school (26.66 percent) of the students used giving example, (8.33 percent) of them used mime, (6.66 percent) of them used periphrasis and 5 percent) of hem used literal translation.

Hence, the table shows that, (60 percent) of them used giving example, (10 percent) of them used periphrasis, generalization and mime and (6.66 percent) of them used literal translation strategy the students employ when their friends are not convinced to their views in communication.

Frequency of the strategy of the students generally tend to do when they have problems in listening in communication in the class

The table given below shows the strategies of the students generally tend to do when they have problems in listening in communication in the class.

Table 17
Strategies of when they have Problem in Listening

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Ask for repetition	14	23.33	12	20.00	26	43.33
2.	Ask for confirmation	14	23.33	15	25.00	29	48.33
3.	Avoidance	-	-	-	-	-	-
4.	Express non understanding	2	3.33	1	1.66	3	5.00
5.	Ask for translation	-	-	-	-	-	-

In the context of institutional school, (23.33 percent) of them used both asked for repetition and asked for confirmation and (3.33 percent) of them expressed non understanding. Similarly, in the context of institutional school (25 percent) of them Asked for confirmation when they have problem in listening, (20 percent) of them asked for repetition and (1.66 percent) of them expressed non understanding.

The table shows that, (48.33 percent) of them asked for confirmation, (43.33 percent) of them asked for repetition and 5 percent) of them expressed non understanding strategies of the students when they have problem in listening.

Frequency of the strategy of the students continue their communication when they have grammatical problem

The table given below shows the strategies of the students continue their communication when they have grammatical problems.

Table 18
Strategies of the Students Continue their Communication when they have
Grammatical Problem

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Use of mother tongue	12	18.33	11	18.33	23	38.37
2.	Circumlocution	6	10.00	4	6.66	10	16.66
3.	Exemplification	-	-	-	-	-	-
4.	Description	1	1.66	1	1.66	2	3.33
5.	Use simple word	11	20.00	12	20.00	23	38.33

In the context of institutional school, (20 percent) of them used mother tongue to continue their communication, (18.33 percent) of them used simple word, (10 percent) of them used circumlocution and (1.66 percent) of them used description. Similarly, in the context of community school (20 percent) of them used simple word, (18.33 percent) of them used mother tongue, (6.66 percent) of them used circumlocution and (1.66 percent) of hem used description to continue their communication.

The table shows that, (38.33 percent) of them used both mother tongue and simple word to continue their communication, (16.66 percent) of them used circumlocution and (3.33 percent) of them used description.

Frequency of the strategy of the students apply if there is the situation of breaking down conversation between students and their interlocutors

The table given below shows the strategies of the students apply if there is the situation of breaking down conversation.

Table 19
Strategies of the Students Apply if there is the Situation of Breaking down
Conversation

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Topic avoidance	5	8.33	9	15.00	14	23.33
2.	Code switch	7	11.66	11	18.33	18	30.00
3.	Gesture	1	1.66	1	1.66	2	3.33
4.	Exemplification	-	-	1	1.66	1	1.66
5.	Language switch	17	28.33	6	10.00	23	38.33

In the context of institutional school, (28.33 percent) students applied language switch strategies if the situation of breaking down conversation, (11.66 percent) of them used code switch, (8.33 percent) of them used topic avoidance and (1.66 percent) of them used gesture. Similarly, in the context of community school, (18.33 percent) of them used code switch, (15 percent) of hem used topic avoidance 10 percent) of them used language switch and (1.66 percent) of them used both gesture and exemplification.

The table shows that, (38.33 percent) of them used language switch, (30 percent) of them used code switch, (23.33 percent) of them used topic avoidance, (3.33 percent) of them used gesture and (1.66 percent) of them used exemplification if there is the situation of breaking down conversation.

Frequency of the strategy of the students express the meaning of the new vocabulary when they are unable to convey the exact meaning

The table given below shows the strategies of the students express the meaning of the new vocabulary.

Table 20
Strategies of the Students Express the Meaning of the New Vocabulary

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Topic avoidance	3	5.00	6	10.00	9	15.00
2.	Explanation	23	38.33	16	26.66	39	65.00
3.	Word coinage	1	1.66	1	1.66	2	3.33
4.	Gesture	1	1.66	-	-	1	1.66
5.	Use body language	2	3.33	2	3.33	4	6.66

In the context of institutional school, (38.33 percent) of the students used explanation to express the meaning of the new vocabulary, (5 percent) of them used topic avoidance, (3.33 percent) of them used body language and (1.66 percent) of them used both word coinage and gesture. Similarly, in the context of community school (26.66 percent) of them used explanation, (10 percent) of hem used topic avoidance, (3.33 percent) of them used body language and (1.66 percent) of them used word coinage.

Table shows that, (65 percent) of them used explanation, (15 percent) of them used topic avoidance, (6.66 percent) of them used body language, (3.33 percent) of them used word coinage and (1.66 percent) of them used gesture to express the meaning of the new vocabulary.

Frequency of the strategy of the students tend to use to provide the meaning of new words

The table given below shows the strategies of the students to use to provide the meaning of new words.

Table 21
Strategies to Provide the Meaning of New Words

S.N.	Communication Strategies	Institutional School		Community School		Total	
		Freq	Percent	Freq	Percent	Freq	Percent
1.	Antonym	3	5.00	9	15.00	12	20.00
2.	Definition	12	20.00	12	20.00	24	40.00
3.	Synonym	9	15.00	3	5.00	12	20.00
4.	Paraphrase	-	-	2	3.33	2	3.33
5.	Revision	6	10.00	2	3.33	8	13.33

In the context of institutional school, (20 percent) of them used definition to provide the meaning of new words, (15 percent) of them used synonym, (10 percent) of them used revision and (5 percent) of them used antonym. Similarly, in the context of community school (20 percent) of them used definition, (15 percent) of them used antonym, (5 percent) of them used synonym and (3.33 percent) of them used paraphrase and revision.

The table shows that, (40 percent) of the student used definition, (20 percent) of them used both antonym and synonym, (13.33 percent) of them used revision and (3.33 percent) of them used paraphrase to provide the meaning of new words.

Findings from Questionnaire

The main findings from the questionnaire are presented in the following way:

1. In totality, in case of using strategy to solve problem while speaking, (31.66 percent) students used Nepali language strategies. Then (29.99 percent) of them used body language and the only (9.99 percent) students used body language, (11.66 percent) of them used both avoid the lesson and used Nepali language and the least only (6.66 percent) of the students used appeal for assistance and translation. In the context of institutional school (20 percent) of the students used Nepali language, (16.66 percent) of them used body language and the least (1.66 percent) of them avoid the lesson.

2. In totally, (76.66 percent) of the schools sometimes used to finding the meaning through guessing. In the same way (11.66 percent) of them used frequently and (1.66 percent) of the students never used to finding the meaning through guessing. In the context of community school, (33.33 percent) of the students sometimes used and (1 percent) of the students never used this strategy. In the context of institutional school, (43.33 percent) sometimes used this strategy, (3.33 percent) always used this strategy and the (1.66 percent) stayed neutral.
3. In case of using body language (41.66 percent) of the students always used body language, (31.66 percent) of them used sometimes and (10 percent) of the students stayed neutral. In the context of community school, (20 percent) of the students always used body language (16.66 percent) of them used sometimes and (3 percent) stayed neutral. In the context of institutional school (21.66 percent) of them always used body language (19 percent) students used sometimes and (3 percent) stayed neutral.
4. In case of using strategies often feel difficult to use (33.33 percent) of the students used description. Similarly, (28.33 percent) of the students used substitution and the least (5 percent) of the students used word coinage when they feel difficult. In the context of community school, majority of the students (20 percent) of the students used description, (15 percent) of them used translation and the least (3.33 percent) of them used word coinage. In the context of institutional school, (21.66 percent) of them used substitution, (13.33 percent) of hem used description and the least (1.66 percent) of the students used mime and word coinage.
5. To apply the strategy mostly when get confused regarding the teachers questions (35 percent) of the students appealed for assistance and communication context, (18.33 percent) of them asked for clarification and the least (1.66 percent) of them asked for translation. In the context of community school (21.66 percent) of students appealed for assistance (18.33 percent) of the students used communication context and the least of the students (3.33 percent) guessing answer. In the context of institutional school (16.66 percent)

of the students used communication context., (13.33 percent) used appeal for assistance and the least (1.66 percent) of the students asked for translation.

6. To understanding the teacher's classroom lesson, (46.66 percent) of the students understand through translation in Nepali, (25 percent) of the student understand through desertion in Nepali and the least (3.33 percent) of the students understand through example. In the context of community school (23.33 percent) of the students understand through translation in Nepali, (15 percent) of them understand through example. Similarly, in the context of institutional school, (23.33 percent) of the students understand through desertion in Nepali and the least (8.33 percent) of the students understand through body language and explanation in English.
7. In case of using words (63.33 percent) of the students sometimes used words. In the same way (20 percent) of the students always used and (13.33 percent) of hem frequently used the strategy. In the context of community school (33.33 percent) sometimes used, (13.33 percent) always used and (3.33 percent) frequently used this strategy. In the context of institutional school, (30 percent) sometimes used, (13.33 percent) neutral and (6.66 percent) of them always used the same strategy.
8. In totality, (41.66 percent) of the students sometimes used new words. In the same way (28.33 percent) of them used always and the least (5 percent) of them never used the strategy. In the context of community school, (18.33 percent) sometimes used, (15 percent) of them always used and the least 5 percent) never used this strategy. In the context of institutional school, (23.33 percent) sometimes used, (13.33 percent) of the students always and frequently used the some strategy.
9. In totality, (48.33 percent) of the students sometimes asked to their teacher and friends in the confusion. Similar, (20 percent) of the students always stayed neutral, and the least (1.66 percent) of the students never asked to the teacher and friends. In the context of community school, (25 percent) of the students sometimes asked to their teacher and friends (11.66 percent) of the student were neutral and the least (1 percent) of the students never asked to their

teacher and friends. In the context of institutional school, (23.33 percent) of the students used sometimes, (13.33 percent) asked frequently and the least (3.33 percent) of the students always used the same strategy.

10. In totality, (53.33 percent) of the students sometimes does not speak in the confusions. In the same way, (38.33 percent) of them used always, *6.66 percent) frequently used and (1.66 percent) of them used neutral. In the context of community school (26.66 percent) of them used sometimes, (20 percent) of them always used and (1.66 percent) of the students frequently or neutral speak in the confusion. In the context of institutional school, (16 percent) of the students sometimes do not speak in the confusion, (11 percent) of them always used and (3 percent) of them used frequently.
11. In total, (51.66 percent) of the students sometimes used meaning of Nepali word in to English. In the same way (33.33 percent) of them used always and the least (5 percent) of them frequently used meaning of Nepali word in to English. In the context of community school (25 percent) of the students always used Nepali word, (15 percent) of them used sometimes and the least (1.66 percent) of them used frequently used this strategy. In the context of institutional school, (36.66 percent) used sometimes this strategy, (8.33 percent) of them used always and the least (1 percent) of them always neutral.
12. In totality, in case of being interactive with friends inside or outside of the classroom, the students used translation strategy (41.66 percent) then (26.66 percent) of them used explanation, 15 percent) of them used body language, (8.33 percent) of them used code switching and only (6.66 percent) of them used description. In the context of community school, (25 percent) of them used translation, (10 percent) of them used explanation, (6.66 percent) of them used code switching and equal number (3.33 percent) of them used description and body language. In the context of institutional school, equal (16.66 percent) of the students used translation and explanation, (11.66 percent) of then used body language, (3.33 percent) of them used description and (1.66 percent) of them used code switching.

13. In totality, in case of manage the students interaction (30 percent) of them used, asking questions (26.66 percent) of them used demonstration, (23.33 percent) of them used classroom observation, (13.33 percent) of them used telling story and (5 percent) of them used lecture. In the context of community school, (16.66 percent) of them used demonstration, (13.33 percent) of them used asking questions, (10 percent) of them used classroom observation and the least (3.33 percent) of them used telling story. In the context of institutional school, (16.66 percent) of them used asking questions, (13.33 percent) of them used classroom observation and equal number (10 percent) of them used demonstration and telling story.
14. In totality, (48.33 percent) of the weak students used target language to make smooth communication equal number (18.33 percent) of the students used mother tongue and body language, (11.66 percent) of the student used fillers and (3.33 percent) of them used gesture. In the context of community school, (26.66 percent) of them used target language, (11.66 percent) of them used body language, (6.66 percent) of them used fillers and (5 percent) of them used mother tongue. Similarly in the context of institutional school, (21.66 percent) of them used target language, (13.33 percent) of them used mother language and the least (3.33 percent) of them used gesture to make smooth communication.
15. In totality (60 percent) of the students employ their friends to convinced by giving example, equal number (10 percent) of them used periphrasis, generalization and mime and the least (6.66 percent) of them used literal translation. In the context of community school, (26.66 percent) of them used example, (8.33 percent) of them used mime, (6.66 percent) of them used periphrasis and (5 percent) of them used literal translation. Similarly, in the context of institutional school, (33.33 percent) of them used example, 10 percent) of them used generalization, (3.33 percent) of them used generalization and the equal number (1.66 percent) of them used both literal translation and mime to convinced their friends in communication.
16. In case of problems in listening, the majority of the students, (48.33 percent) of the students asked for confirmation, (43.33 percent) of them asked for

repetition, and (5 percent) of them expressed non-understanding. In the context of community school, (25 percent) of them asked for confirmation, *20 percent) of them asked for repetition and (1.66 percent) of them expressed non understanding. In the context of institutional school, equal number, (23.33 percent) of the students both asked for repetition and asked for confirmation, (3.33 percent) of the expressed non-understanding.

17. In case of continue their communication whey they have grammatical the problems of the students to equal number (38.33 percent) of the students used both simple used and mother tongue, (16.66 percent) of the students used circumlocution, and (3.33 percent) of them used description. In the context of community school, (20 percent) of the students used simple word, (18.33 percent) of the students used mother tongue, (6.66 percent) of the students used circumlocution and (1.66 percent) of the students used description. In the context of institutional school, (20 percent) of them used simple word, (18.33 percent) of them used mother tongue, (10 percent) of them used circumlocution and (1.66 percent) of them used description.
18. In totality, strategies off the students apply if there is the situation of breaking down conversation (38.33 percent) of the students switch their language to maintain their interaction, (30 percent) of them used switch their code, (23.33 percent) of them avoidance topic, (3.33 percent) of them used gesture and (1.66 percent) of them used exemplification. In the context of community school, (18.33 percent) of them switch their code to maintain their interaction, (15 percent) of them avoid their topic, (10 percent) of them switch their language and equal number, (1.66 percent) of them used gesture and exemplification. In the context of institutional school, (28.33 percent) of them switched their language, (11.66 percent) of them switch their code, (8.33 percent) of them avoid their topic, and (1.66 percent) of them used gesture to maintain their conversation.
19. In case of the students strategies to express the meaning of new vocabularies (65 percent) of the students used explanation, (15 percent) of them used topic avoidance, (6.66 percent) of them used body language, (3.33 percent) of them used word coinage and (1.66 percent) of them used gesture. In the context of

community school, (26.66 percent) of them used explanation, (10 percent) of the avoid the topic, (3.33 percent) of them used body language, (1.66 percent) of them used word coinage strategies to express the meaning of new vocabularies.

20. In the strategies to provide the meaning of new words, the students, (40 percent) of them used definition, equal number, (20 percent) of them used both antonym and synonym, (13.33 percent) of them used revision and (3.33 percent) of them used paraphrase. In the context of community school, (20 percent) of them used definition, (15 percent) of them used antonym, (54 percent) of them used synonym equal number, (3.33 percent) of them used both paraphrase and revision. In the context of institutional school, (20 percent) of them used definition, (15 percent) of them used synonym, (10 percent) of them used revision and (5 percent) of them used antonym to provide the meaning of new words.

Students Problems in Classroom Communication

I observed class ten of secondary level in four schools where I found out that the speaking was not given a due priority in language class. It seemed the teaches were speaking more and the students remained passive listeners. In many classes the learners practiced only controlled activities i.e. the activities in which they could use only language that has just been taught. The main problems that I observed in class are as given below.

-) The students had problems in listening, speaking, reading and writing. In most of the class, I observed that when the teacher spoke a bit faster than the student did not understand teacher's word properly and most for the students had unintelligible pronunciation which was difficult to understand.
-) They didn't have sufficient vocabularies which created problems for them to communicate.
-) The students were weak in grammar , they didn't have much knowledge in tense.
-) Most of the students didn't understood the meaning of word.

-) It seemed in the class that only talented and talkative students participated more in speaking activities.
-) Most of the students did not have any motive to speak as they said they did not have anything to say.
-) Some of the students were found that the fear of making mistakes they did not try to speak in the class.

There was also maximum use of mother tongue instead of target language.

Summary and Findings

The summary and findings of the study are included in this sub-heading.

Summary of the Study

The study was carried out to observe and find out the condition of communication strategies those were used by community and institutional schools comparatively. Students were observed until a week and then provided questionnaire to collect their strategies with in five days. The researcher had selected four schools, two of them was institutional school and other were community. Fifteen students from each school were selected as the sample through random sampling with fish bowl technique. After the analysis and interpretation of the raw data through both qualitative and quantitative methods the researcher found the specific results, findings and conclusion.

The researcher found that there is the vast different between community and institutional school students in case of the frequency of different communication strategies even though they used all kinds of strategies.

Discussion of the Study

The discussion of the observation are as follows:

-) Students from both, community and institutional schools used the equal numbers of communication strategies for, example, approximation, word coinage, circumlocution, language switch, appeals for assistance , language switch and so on as given by Brown (1994).

-) Students from both schools used the strategies in different frequency and numbers.
-) In total, the frequency of communication strategies by the students from both schools was 1622 times.
-) Circumlocution was used most frequently, 318 times and (19.60 percent) out of 1622.
-) Secondly, language switch and appeal for assistance was used 270 times and the percent) was 16.64.
-) Least frequently, word coinage strategy was used in 75 times and the percent) was 4.62 out of 1622.
-) In total, student from institutional school used to strategies 644 times community school students used 978 times.
-) In case of institutional school, most of the students used circumlocution 175 times or (10.78 in percent) out of 1622. On contrary to this, least of the students used mime strategies i.e. 34 in frequency and only (2.09 in percent).
-) In case of community school students, they used avoidance 222 times or 13068 was the percent of the strategies which was used the most frequently out of 1622. And they coined the new word only 29 times and this strategy covers only (1.78 percent) of all frequency.

Chapter V

Conclusions and Implication

This is the chapter where the researcher has included the whole of the study. The chapter has carried the main idea and the theme of the study in detail through the following headings.

Conclusion

During the observation of classes, I came to notice that the students were less competent in English due to insufficient practice of interaction in English and lack of use of communication strategies in interaction in class. And the findings of the study also show that use of mother tongue, inhibition, limited linguistic resources, unintelligible pronunciation and lack of grammatical knowledge as major problems common findings in various researches is that all the language are facilitated by communication strategies to communicated skilfully in the target language. Communication strategies helps language students to learn language being learnt in more efficient way.

Results of this study also pointed out the profound need of communicative environment in class and suggested that the key role of communication strategies to make students communicatively competent and get full command over English. Regarding the current trend of communication strategies used in learning English in class trend of communication strategies application in students' interactions in English class was in the verge of implementation with slow speed. There was a lot little practice of communication strategies use in communication in class at secondary level. So this study came up with the findings that communication strategies are integral parts of any natural communication and inevitable for the development competence in the language being learnt.

Implication

On the basis of the summary, discussion and conclusion, some recommendations are suggested at different levels as the following way.

Policy Related

The most determining factor in any sectors is the policy implemented by the country of state. Generally, teaching through communicative approach and specially, teaching English by creating classroom as communicative as possible are also highly influenced by policies formed by nation. To develop students to become communicatively competent in English in our context, the proper policies should be formed from national level which should, in general, greatly help to enrich educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the implications effective for policy making level below.

-) In this study, the students were found communicatively less competent so there should be compulsory provision of teaching English through interaction and use of communication strategies in secondary level and monitoring the effective implementation of that provision in all the schools colleges.
-) Students from community schools should have the opportunity to speak a lot in the classroom. Because, if they do not have such opportunity they cannot be able to express their communication in outer world and nobody can know and solve their communication problems. So, the school administration should focus on the speaking skill of the students basically.
-) Syllabus designers and textbook writers need to design such types of syllabus and textbooks, which emphasize on L2 based communication strategies like, creating new words, description, circumlocution rather than translation language switch.
-) Especially, policy making government organization and institutions such as MOE, NCED and non-governmental organizations should focus interactive pedagogy in teaching English.
-) The government should make the compulsory provision for different workshops, conferences and interaction program on various current topics at

school and campus level so that students could equip with communicative competence.

-) The department of English education can also encourage the M.Ed. students to conduct researches more on communication strategies so that they can come up with different findings and conclusion, and those findings and conclusion can support to different governmental and non-governmental organization to community reference and resource materials.

Practice Related

ELT teacher should encourage and motivate students to use communication strategies in interactions for the development of communicative competence and enhancement of SLA in class.

-) Teachers should be more friendly and should have equal behaviours to all kind of students. The less talent students do not have the thinking of humiliation so that they can be motivated to speak and their problems can be come out and solved.
-) ELT teacher should create situations that encourage students to produce oral language as far as possible. They should introduce communication strategies to the students and stimulate them to use communication strategies in their interactions in inside and out of class.
-) Teachers should think about to band the Nepali language in English period so that the students can be more forced to speak either right or wrong in English.
-) Teachers from community schools should encourage the students only to speak either wrong or right because students more frequently had used the avoidance strategy. Majority of the students 17.07 avoided the lesson and they did not speak anything students from community schools should be more active to continue their communication and they should use L2 based strategies like description, word coinage, than L1 based student like language switch, translation and others.

-) ELT teacher should encourage students to participate in communication relevant school/campus activities and programs and emphasis on developing intrinsic motivation in students in learning English.
-) ELT should be practiced in the classroom because this type of practice increase on the communication of the students and there may decrease the possibility of more communication problems.
-) The teacher should have the policy to teach the English but not about the English.

Further Research Related

No work is final and no research is complete in itself. No body can say this study is complete, final and the last in this area. The researcher cannot go against the idea alone. So, it is better to say that there may be different possible and further better researches in the same field.

-) Even the same title can researched again because Brown (1994) says that communication strategies are contextual and battle plans. They can be changed year to year, context to context or even moment to moment.
-) This study does not talk about the comparison between the strategies of communication those are used by the girls and the boys. So, the new comers can think about the area for the research.
-) The next possibility is the comparative study on the strategies used by primary level students and advanced level students or the strategies adopted by female students or the new comers can research about the strategies used by higher and lower level comparatively.

So, the researchers and new comers who are interested and even the same researchers can study in the field on the above titles.

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Appendices

Appendix - I Questionnaire for Students

Please tick one of the following alternatives according to your own experience:

1. Which of the following strategy do you use to solve problems while speaking?
 - a) Use body language
 - b) Avoid the lesson
 - c) Use the Nepali language
 - d) Appeal for assistance
 - e) Translation
2. How often do you find the meaning through guessing?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral
3. How often do you use body language?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral
4. Which strategy do you often feel difficult to use?
 - a) Translation
 - b) Substitution
 - c) Mime
 - d) Description
 - e) Word coinage
5. Which strategy do you apply mostly when you get confused regarding the teacher's questions?
 - a) Guessing answer
 - b) Appeal for assistance
 - c) Asking for clarification
 - d) Communication context
 - e) Asking for translation
6. How do you understand the teachers' classroom lesson?
 - a) Through translation in Nepali
 - b) Through desertion in Nepali
 - c) Through body Language
 - d) Through explanation in English
 - e) Through example
7. How often do you use nearer words while getting confused in course of communication?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral
8. How often do you use new words in order to speak a designed meaning?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
9. How often do you ask your teachers and friends if you become confused?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral
10. How often you do not speak anything if you become confused?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral
11. How often do you use Nepali words while speaking English?
 - a) Always
 - b) Sometimes
 - c) Never
 - d) Frequently
 - e) Neutral

12. What do you do to be interactive with you friends inside or outside the classroom?
a) Use switching b) Use translation c) Use description
d) Use explanation e) Use body language
13. Which strategy does your teacher mostly use to manage the students interaction?
a) Asking questions b) Demonstration c) Giving lecture
d) Classroom observation e) Telling story
14. How do the week students try to make smooth communication?
a) Use of fillers b) Target language c) Use of mother tongue
d) Gesture e) Use of body language
15. Which strategy do the students employ when their friends are not convinced to their views in communication ?
a) Periphrasis b) Giving example c) Generalization
d) Literal translation e) Use of mime
16. What do the students generally tend to do when they have problems in listening in communication in the class?
a) Ask for repetition b) Ask for confirmation c) Avoidance
d) express non understanding e) Ask for translation
17. How do the students continue their communication when they have grammatical problems?
a) Use of mother tongue b) Circumlocution c) Exemplification
d) Description e) Use simple word
18. What strategies do the students apply if there is the situation of breaking down smooth conversation between students and their interlocutors ?
a) Topic avoidance b) Code switch c) Gesture
d) Exemplification e) Language switch
19. How do the students express the meaning of the new vocabulary when they are unable to convey the exact meaning of it?
a) Topic avoidance b) Explanation c) Word coinage
d) Gesture e) Use body language
20. Which strategies do the students tend to use to provide the meaning if there iss new words?
a) Antonym b) Definition c) Synonym
d) Paraphrase e) Revision

Appendix - II

Classroom Observation Checklist

S.N.	Students classroom communication strategies	Use in the classroom	Explanation
1.	Paraphrase		
2.	Antonym		
3.	Definition		
4.	Synonym		
5.	Exemplification		
6.	Translation		
7.	Description		
8.	Code-switch		
9.	Mime		
10.	Simplification		
11.	Substitution		
12.	Illustration		
13.	Use of first language		
14.	Topic avoidance		
15.	Word coinage		
16.	Explanation		
17.	Gesture		
18.	Repetition		
19.	Literal translation		
20.	Appeal for assistance		
21.	Asking question		
22.	Time gaining		
23.	Ask for repletion		
24.	Circumlocution		
25.	Use of mother tongue		
26.	Use of fillers		
27.	Note taking		
28.	Questioning		