

**STRATEGIES USED BY CLASS TWELVE LEARNERS FOR  
DEVELOPING COMMUNICATIVE COMPETENCE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Dipak Kumar Bhattarai**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2016**

**STRATEGIES USED BY CLASS TWELVE LEARNERS FOR  
DEVELOPING COMMUNICATIVE COMPETENCE**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfillment for the Master of Education in English**

**Submitted by**

**Dipak Kumar Bhattarai**

**Faculty of Education**

**Tribhuvan University, Kirtipur**

**Kathmandu, Nepal**

**2016**

**T.U. Reg. No. : 9-1-240-394-2002**

**Date**

**Second Year Examination**

**Proposal Approval : 2072-12-30**

**Roll No. : 280474/069**

**Thesis Submission : 12-07-2016**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Dipak Kumar Bhattarai** has prepared this thesis entitled **Strategies used by Class Twelve Learners for Developing Communicative Competence** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 12-07-2016

---

**Mrs. Madhu Neupane (Supervisor)**

Lecturer

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

**Dr. Anjana Bhattarai**

Professor and Head  
Department of English Education  
T. U., Kirtipur

**Signature**

\_\_\_\_\_

Chairperson

**Dr. Ram Ekwel Singh**

Reader  
Department of English Education  
T.U., Kirtipur

\_\_\_\_\_

Member

**Mrs. Madhu Neupane (Supervisor)**

Lecturer  
Department of English Education  
T. U., Kirtipur

\_\_\_\_\_

Member

Date: 2072-12-30

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

**Evaluation Committee:**

**Signature**

**Dr. Anjana Bhattarai**

Professor and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Anju Giri**

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T.U., Kirtipur

\_\_\_\_\_

Member

**Mrs. Madhu Neupane**

Lecturer

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Member

Date: 14/07/2016

## **DECLARATION**

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree in any university.

Date: 11-07-2016

.....  
**Dipak Kumar Bhattarai**

## **DEDICATION**

This thesis is dedicated to

My parents and other family members, who devoted the great span of their  
lives to complete my dream for higher studies

## ACKNOWLEDGEMENTS

"Strategies used by class Twelve Learners for Developing Communicative Competence" is my academic study carried out under the Department of English Education, T.U. in partial fulfillment of Master of Education in English. In connection to the study, first of all I would like to express deep sincere and hearty gratitude to my honorable Guruma and thesis supervisor **Mrs. Madhu Neupane**, Department of English Education, University Campus, T.U. Kirtipur, for her continuous guidance, encouragements, suggestions and cooperation to complete this thesis. Without her continuous encouragements and constructive feedback, this task would never be seen in the present form.

Similarly, I owe my respect and gratitude to respected guruma **Dr. Anjana Bhattarai**, Head of the Department of English Education, University Campus, T.U. Kirtipur. In the same way my thanks and tribute go to **Dr. Ram Ekwal Singh** for his valuable suggestions to complete this study. Similarly, I would like to acknowledge **Dr. Anju Giri**, Professor and Chairperson, English and Other Foreign Language Education Subject Committee for her constructive suggestions. I am grateful to **Dr. Laxmi Bahadur Maharjan**, Professor, Department of English Education, for his academic supports, constructive suggestions, co-operation and constant encouragement for my academic life.

My sincere gratitude also goes to **Prof. Dr. Govinda Raj Bhattarai** Department of English Education for providing me prominent cooperation and invaluable instructions. Furthermore, I would like to express my sincere gratitude to all my teachers of the Department of English Education for their kind help and suggestions. I am also grateful to **Mrs. Madhabi Khanal and Nabina Shrestha** the librarians, Department of English Education for their kind co-operation from the very beginning to the end of the work.

I highly appreciate the support I received from my friends during this study. I am equally indebted to the supporters and helpers from whom I received their direct or indirect support to complete this thesis.

I am also thankful to Creative Computer Center, for their good computer typing, printing, and binding.

Last but not the least, I duly acknowledge the authors whose ideas are borrowed and cited in this study.

**Dipak Kumar Bhattarai**

**Researcher**

## **ABSTRACT**

The study entitled "Strategies Used by Class Twelve Learners for Developing Communicative Competence" was intended to find out the communicative strategies employed by the class XII learners for developing their communicative competence. In order to fulfill the objectives of this study, thirty higher secondary level students (grade XII) were selected through purposive non-random sampling procedure. A predetermined set of questionnaire including closed ended item was the research tool for eliciting the required information for the study. The collected data from the respondents was analyzed descriptively with the help of simple statistical tools. The most common direct learning strategies were memory strategies, cognitive strategies, and compensation strategies. Similarly, indirect learning strategies were meta-cognitive strategies, affecting strategies, and social strategies were used for developing communicative competence.

The study is divided into five main chapters. Chapter one deals with introduction. It consists of general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter is about the review of related literature. It consists of the review of theoretical literature, empirical literature, implications of the review for the study and conceptual framework. The third chapter includes methods and procedures of the study. It consists of the design of the study, population and sample, sampling procedures, tools for data collection, data collection procedures and the data analysis and interpretation procedures. Chapter four incorporates the results and discussion of the collected data. The fourth chapter includes the data analysis and interpretation of the results. The final chapter presents conclusions and implications of the study at different levels. The study ends with the list of references and an appendix.

## TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Figures</i>	<i>xii</i>
<i>List of Tables</i>	<i>xiii</i>
<i>List of Symbols and Abbreviations</i>	<i>xiv</i>

### CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	3
1.3	Objectives of the Study	3
1.4	Research Questions	3
1.5	Significance of the Study	4
1.6	Delimitations of the Study	4
1.7	Operational Definition of the Key Terms	4

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Review of Theoretical Literature	6
2.1.1	Competence	6
2.1.1.1	Communicative Competence	7
2.1.2	Communication Strategies	9
2.1.2.1	Classification of Communication Strategies	10
2.1.3	Good Language Learners' Strategy	12
2.1.3.1	Characteristics of Good Language Learners	13

2.1.4 Learning Strategies	13
2.1.4.1 Direct Learning Strategies Used by Learners	14
2.1.4.2 Indirect Learning Strategies Used by Learners	15
2.1.5 Importance of Language Learning Strategies	17
2.2 Review of the Empirical Literature	18
2.3 Implications of the Review for the Study	20
2.4 Conceptual Framework	21

### **CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY**

3.1 Design and Method of the Study	22
3.2 Population, Sample and Sampling Strategies	24
3.3 Study Area/Field	24
3.4 Data Collection Tools and Techniques	24
3.5 Data Collection Procedure	24
3.6 Data Analysis and Interpretation Procedure	24

### **CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS**

4.1 Analysis and Interpretation of Data	25
4.1.1 Direct Strategies for Developing Communicative Competence	25
4.1.2 Indirect Learning Strategies for Developing Communicative Competence	29
4.2 Summary of the Findings	32

### **CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS**

5.1 Conclusion	35
----------------	----

5.2	Recommendations	36
	5.2.1 Policy Related	36
	5.2.2 Practice Related	37
	5.2.3 Further Research Related	38

## **REFERENCES**

## **APPENDICES**

## List of Figures

Figure No:	Title	Page No:
1.	Framework of learning strategies	17
2.	Conceptual Framework for Developing Communicative Competence	21

## **List of Tables**

Table No:	Title	Page No:
1.	Classification of Communicative Strategies	11
2.	Direct Strategies for Developing Communicative Competence	27
3.	Indirect Strategies for Developing Communicative Competence	30

## ABBREVIATIONS AND SYMBOLS

CUP	Cambridge University Press
Dr.	Doctor
Ed.	Education
e.g.	For Example
ELT	English Language Teaching
Eng.	English
FOE	Faculty of Education
i.e.	That is
M.Ed.	Master of Education
Mrs.	Misses
No.	Number
OUP	Oxford University Press
p.	Page
pp.	Pages
Regd.	Registration
S.N.	Serial Number
T.U.	Tribhuvan University
L <sub>2</sub>	Second Language Learners

# **CHAPTER ONE**

## **INTRODUCTION**

This is the study entitled "Strategies used by class Twelve Learners for developing Communicative Competence". This chapter of thesis consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Language is a means of communication. Through which human beings share their ideas, feelings, emotions, etc. It is a dynamic process and open system that allows human to communicate their thoughts. All human beings begin to acquire at least one language during their babyhood and become linguistically matured when they are in five or six years of age.

In fact, the uniqueness of being of human lies in the way they communicates with language. It is the language that makes them different from other animals. So, it is species - specific. Language is the most complete and the richest means of communication. It reflects the culture, civilization, identity, and power of the speaker.

Major goal of learning a second or foreign language is to become competent in that language. There are various modes of communication such as aural, visual, olfactory, tactile, and gustatory. Language has been defined as the voluntary, vocal system of human communication. It is a vehicle of power by which we control, create, preserve and change all human achievements such as social institutions and activities, technological inventions and developments.

English is serving as an important vehicle for transmission of civilization and culture from the western to the eastern world. It is one of the most dominant

international languages in the world. It serves the functions of lingua Franca in the world.

Most of the significant deeds in any disciplines of the world are found in English. It has the largest body of vocabulary and the richest body of literature. It is not only a principal language for international communication but also a gateway to the world body of knowledge through which we have shared western civilization. Because of such significance of the English language, the present curricula worldwide have inducted communicative / functional aspect of language.

Communicative competence is a term in linguistics which refer to a language user's grammatical knowledge of syntax, morphology, phonology as well as social knowledge about how and when to use utterances appropriately.

Debate has occurred regarding linguistic competence and communicative competence in the second and foreign language teaching literature, and scholars have found communicative competence as a superior model of language.

Communicative Competence talks of the knowledge of structure and skills of using the language properly in a particular social context. This is to say Communicative Competence is the ability of speaker to take part in interaction successfully in a various contexts in different speech communities.

English is the most vital means for any person to get success in local, national and international communication. As the world is getting more and more complex day by day, the importance of English is crucial. Undoubtedly, it is the means of international communication. Thus, we are in such a stage that we must know English if we want to know the world.

## **1.2 Statement of the Problem**

Development of communicative competence is the basic goal of language teaching. But development of communicative competence is not an easy task. It requires the use of language both accurately and appropriately in the different contexts in order to develop communicative competence of the learners.

However, students do not have appropriate communicative ability because of lack of using appropriate strategies to develop communicative competence.

That is why I am interested to conduct research in this field. There might be different reasons behind students' failure in communicative skills. Their own learning strategies play an important role and some other factors like teachers, educational systems, and others. If we know the learners' strategies, we can encourage and expose them better in communication. So the problem to be stated in this study is to discuss and identify the learners strategies that develop their communicative competence in English.

## **1.3 Objectives of the Study**

This study had the following objectives:

- a) To find out strategies employed by class XII learners for developing communicative competence, and
- b) To suggest some pedagogical implications based on findings.

## **1.4 Research Questions**

This study was oriented to find out the answers to the following questions:

- a) What strategies are used by higher secondary level students to develop their communicative competence?
- b) Which strategies are mostly used?

## **1.5 Significance of the Study**

Strategies for language learning and language use have been receiving ever growing attention in the areas of foreign language teaching and learning. It is fair to say that language educationist in many different contents have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign language.

Landsberger's (2009) application of foreign language learning and use of strategies is viewed used as one vehicle for developing greater success. A strategy is considered to be effective if it provides support to the students in their attempts to learn or use the foreign language.

This study is useful typically for the students since they can find out varieties of strategies used. Similarly, it is useful for the teachers of language to give broad knowledge about the strategies.

## **1.6 Delimitations of the Study**

This study had the following delimitations:

- a) It was limited to the Class XII students of Shree Chamunde Higher Secondary School, in Tamaphok VDC of Shankhuwasuva district.
- b) Sample was limited to only 30 students.
- c) This study was limited to the responses obtained through questionnaire.
- d) This study was limited to the analysis of responses obtained from the respondents only.

## **1.7 Operational Definitions of Key Terms**

**Communicative Competence** : Ability to take part in L2 interaction by using appropriate form of language. There can be linguistic, discourse, strategic, and pragmatic competence.

**Communication Strategies** : Attempts made by learners to make communication successful by overcoming the potential problems. The examples are translation, word coinage, paraphrasing, etc.

**Learning Strategies** : Conscious attempts made by learners to learn some features of L<sub>2</sub>. There can be at cognitive, meta-cognitive, socio-affective level.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

The review of related literature provides the researches both theoretical and empirical key points related to his/her subject of investigation. This chapter is about the review of both theoretical and empirical literature. It also includes implications of the review for the study and conceptual framework. The review is presented in following sections.

#### **2.1 Review of Theoretical Literature**

Any research works are based on certain theoretical assumptions or principles. Theories are formulated to explain, predict and understand the phenomena and extend the existing knowledge within the limits of the critical bounding assumptions. This section includes the theoretical reviews on communicative competence and learning strategies.

##### **2.1.1 Competence**

The term 'competence' refers to the speaker's knowledge of their language system of rules that they have mastered so that they are able to produce and understand an indefinite number of sentences and recognize grammatical errors as well as ambiguities. It is an idealized concept of language. Regarding the notion of competence, Chomsky (1965:9) mentions:

Competence is the native speaker's knowledge of his language and the system of rules that has mastered his ability to produce and understand a vast number of new sentences. It is the study of the system of rules.

Competence is then, an underlying mental system. It underlies actual behavior, linguistic-intuition, ability to analyze language, detecting ambiguities, ignoring mistakes, understanding new sentences and

producing entirely new sentences. It is a set of principles which a speaker masters. It deals with the structures of the language that person has succeeded in mastering and internalizing whether or not he utilizes them in practice without interference from the many of the factors that play role in actual behavior.

Lyons (1970) mentions learner to be able to use language appropriately and effectively, he/she needs to know not only the rules of usage and vocabulary of the language but also its rules of use and interpretation. He needs to know not only the phonological, grammatical and semantic systems of language but also its discourse and pragmatic system. He needs to develop not only linguistic competence but also discourse competence and pragmatic sensitivity of the language. In this regard, Richards and Rodgers (1986:17) mention:

Competence is a person's internalized grammar of language. This means a person's ability to understand sentences, including sentences they have never heard before. It also includes a person's knowledge of what are and what are not the sentences of a particular language.

#### **2.1.1.1 Communicative Competence**

The term communicative competence was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and rules of language use appropriate to a given context. His work clearly demonstrated shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hyme's (1972) conceptualization of communicative competence has been further developed by researchers such as Canale and Swain (1980), and Canale (1983), Bachman (1990), and Celce-Murcia (1995), who attempted to define the specific components of the construct of communicative competence.

The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), includes four competences under the heading of communicative competence: grammatical competence (i.e., knowledge of the language code ) Sociolinguistic competence (i.e., knowledge of the socio-cultural rules of use in a particular context) Strategic competence (i.e., knowledge of how to use communication strategies to handle breakdowns in communication) and discourse competence (i.e., knowledge of achieving coherence and cohesion in a written or spoken text). Pragmatic competence is essentially included in this model under sociolinguistic competence) which Canale and Swain (1980) described as 'socio-cultural rules of use.' However, it was not until Bachman that pragmatic competence came to be regarded as one of the main components of communicative competence.

Bachman's (1990) model of communicative language ability included three elements namely language competence, strategic competence and physiological mechanisms. Language competence comprises two further components: organizational and pragmatic competence. On the one hand, organizational competence consists of grammatical and textual competence, thereby paralleling Canale's (1983) discourse competence. On the other hand, pragmatic competence consists of illocutionary competence and sociolinguistic competence, the former referring to knowledge of speech acts and language functions and the latter referring to the knowledge of how to use language functions appropriately in a given context. Ever since then, the importance of this competence has been maintained as, for example, in the pedagogically motivated model of communicative competence proposed by Celce-Murica (1995)

He further divided communicative competence into linguistic, socio-cultural, strategic, discourse and actional competences. In analyzing these components they start with the core, that is to say, discourse competence, which concerns the selection and sequencing of sentences to achieve a unified spoken or written text. This competence is placed in a position where linguistic, socio-

cultural and actional competences shape discourse competence, which in turn, also shapes each of the three components. Linguistic competence entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems as well as lexical resources. Socio-cultural competence refers to the speaker's knowledge of how to express appropriate messages in the social and cultural context of communication in which they are produced. Actional competence involves the understanding of the speaker's communicative intent by performing and interpreting speech act sets. Finally, these four components are influenced by the last one, strategic competence, which is concerned with the knowledge of communication strategies and how to use them. This model thus provides a clear picture of the interrelationship among all the components.

### **2.1.2 Communication Strategies**

The fact is that no second language learners, or even no native speaker's linguistic repertoire or control of language is perfect. Native as well as nonnative speakers of a particular language sometimes struggle to find the appropriate expression or grammatical structure when they intend to get their meaning across.

According to Ellis (2003), the ways in which an individual speaker attempts to compensate for this gap between what they intend to communicate and their immediately available linguistic resources are known as communication strategies. Communication is one of the crucial skills that challenges learners to different degrees. The main reason why communication has attracted attention across disciplines is that communication permits virtually all human beings engage cognitively, emotionally, and socially.

For ease of communication, it is necessary for the learners to find efficient means through which they can convey their ideas. This may be due to the absence of strategic linguistic or sociolinguistic competence in a language.

These efforts to eliminate the gaps are known as communication strategies (CSs).

CSs are an important part of an L2 learner's overall communicative competence and should be focused in the class. CSs help students to overcome communicative hurdles and are an important tool in increasing student talking time. CSs teach students to use natural English as opposed to "textbook" which can sometimes seem very unnatural. After the CSs are taught in the class students must have time to experiment and to use the newly learned strategies in order to better understand them.

### **2.1.2.1 Classification of Communication Strategies**

Varieties of communication strategies have been identified when the speakers of a language, particularly learners or non native speakers have the problems in expressing the intended meaning in L2 communication. Oxford (1990) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes: Direct and Indirect, which are further subdivided into six groups.

The Table 1 has summarized the elaborate classification of communication strategies:

**Table 1: Classification of Communication Strategies**

<b>Types</b>	<b>Subtypes</b>	<b>Definition and Examples</b>
Direct Strategies	Memory Strategies	Memory Strategies are those used for storage of information, (e.g., memorizing, matching, employing action, etc.)
	Cognitive Strategies	Cognitive Strategies are the mental strategies learners used to make sense of their learning, (e.g., reasoning, synthesizing, summarizing, practicing, etc.)
	Compensation Strategies	Compensation Strategies help learners to overcome knowledge gaps to continue the communication, (e.g., acting, demonstrating, guessing intelligently, etc.)
Indirect Strategies	Meta-cognitive Strategies	Meta-cognitive strategies help learners to regulate their learning, (e.g., planning, organizing, evaluating, etc.)
	Affective Strategies	Affective Strategies are concerned with the learner's emotional requirements such as confidence, rewarding, appreciating, etc.
	Social Strategies	While social strategies lead to increased interaction with the target language, (e.g., thanking, greeting, interacting, asking questions, cooperating, etc.)

Above mentioned CSs have direct relation for the development of communicative competence. Without using CSs one cannot be communicatively competent. So, learners' communication strategies have greater role in effective communication.

### **2.1.3 Good Language Learner's Strategy**

Various researchers have undertaken their studies on language learner and their strategies of learning. They want to know what makes a good language learner. The good language learner thinks about how they are learning. They try to find out what works for them and what does not. The autonomous and self directed learners intend to employ most effective learning strategies for processing and acquiring the target language features in their specific context of learning. The 'good' learners are now defined in the recent literature as the self directed, active, responsible or autonomous learners.

According to Hedge (2008) good language learners seek out opportunities to use the language in meaningful interactions. They are always willing to practice new words and phrases until they form good habits. Good language learners are uninhibited and are patient in nature. Good language learners make errors work for them and not against them. They pay attention to the forms of the language while studying grammar to improve their speaking. They always seek to search the meaning in listening and reading with strong motivation. Good language learners use their native language, which helps them in learning and they do not feel shy to ask for the clarification when they do not understand.

Similarly, good language learners have the needs of other person characteristics of high self-esteem, start learning at an early age, be extrovert, are awards of their own learning styles, and motivated to become members of the second language community. They want to use the second language for their career.

Learners learning style differ each others. Good language learners have varieties of characteristics and those characteristics play key role for the development of communicative competence.

Hedge (2008) outlines the specific strategies of good language learners of the L2. According to him, learners learn both inside and outside the classroom based on materials and build on them. They adjust their learning strategies

when necessary to improve learning. In this way, they do not think the teacher is god who can give them ability to master the language. Furthermore, they can understand how to use resources independently learning with active thinking. Similarly, Brown (1994) says good language learners, find their way, and take charge of their learning. They use linguistic knowledge, including knowledge of their first language, in learning a second language. The good learners are creative, developing a feel for the language by experimenting with its grammar and word. They make their own opportunities for practice in using the language inside and outside the classroom and can be used memory strategies to recall what has been learned. Generally, they can organize information about language to make errors work for them and not against them.

Therefore, good language learners use various strategies and these strategies are helpful for communication and also helpful to become communicatively competent.

#### **2.1.4 Learning Strategies**

Learning strategies are those deliberate actions and attempts of the learners which are intended to develop the learning of the new features of the target language. The second language learners do and act for the acquisition of the L2 systems or features is known as learning strategy. Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement which is essential for development communicative competence. Appropriate language learning strategies result in improved proficiency and greater self confidence.

There is no agreement about what constitutes a learning strategy. It has been defined variously by different researchers. Cohen (1998) opines that learning strategy as learning process which is consciously selected by learners'. Similarly, Chamot (1987) defines learning strategies as techniques, approaches or deliberate terms that students take in order to facilitate the learning, recall of

both linguistic and content area information. These two definitions have similarities and give emphasis on learners and learners' action. If we look at Stern's (1983) definition, we can see the similar but he defines learning strategy in technical way. He says that in our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, learning techniques as the term to refer to particular forms of observable learning behavior.

From above definitions of learning strategies, what we can infer is that learning strategies are the specific actions taken by the learners to make learning easier and faster. In other words, they are used by the learners to enhance their own learning. They are problem oriented and intentional. Some strategies involve internal mental actions while others involve physical actions. Thus, some strategies are directly observable while others are not.

Thus, learning strategies are particular actions or activities employed by learners to make their learning more effective, faster, more directed, more enjoyable and more transferable to new situation. It is extremely powerful learning tool.

Oxford (1990) divides language learning strategies into two main classes, Direct and Indirect, which are further divided into six groups. Those are discussed following.

#### **2.1.4.1 Direct Learning Strategies Used by Learners**

In most of the research on language learning strategies, the primary concern has been identified what good language learners report they do to learn a second language. In this way, Oxford (1990) sees direct strategies which are further divided into three groups. In Oxford's system, memory strategies used for storage of information, cognitive used to make sense of learning, and compensation help to overcome knowledge gaps which are discussed following:

## **I. Memory Related Strategies**

These strategies help learners link one L2 item or concept with other but do not necessarily involve deep understanding. Various memory strategies enable learners to learn and retrieve information in an orderly string (e.g. acronyms). While other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g. a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g. the key word method) body movement (e.g. total physical response).

## **II. Cognitive Strategies**

These strategies enable to manipulate the language material in direct ways, e.g., through reasoning, analysis, note taking, summarizing, synthesizing, outlining, practicing in naturalistic setting, memorizing, inferencing etc. in which the learner's try to work out on the L2 features by processing them through cognition.

## **III. Compensatory Strategies**

These are the direct strategies to complement the meaning of language through the use of different non-verbal devices and paralanguage features such as gestures, pitch, volume, guessing from the context in listening and reading, using synonyms. Cohen (1998) asserted that compensatory strategies that are used for speaking and writing (are after known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.

### **2.1.4.2 Indirect Learning Strategies used by Learners**

Language learning strategies being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, needless to say, use language learning strategies in the learning process. Oxford (1990) provides indirect strategies which are further divided into three groups i.e., meta-cognitive, affective, and social strategies which are further discussed:

### **I. Meta-cognitive Strategies**

These strategies involve planning for learning, thinking about learning, self monitoring during learning and evaluation of learning and evaluation of learning success (e.g. identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, evaluating task success and evaluating the success of any type of learning strategies) are employed for managing the learning process overall.

### **II. Affective Strategies**

Strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self - talk, have been shown to be significantly related to L<sub>2</sub> proficiency.

### **III. Social Strategies**

These strategies include; asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learners works with others and understand the target culture as well as the language.

Framework suggested by Oxford (1990) adapted from Ellis (1994, p.540) is as follows:

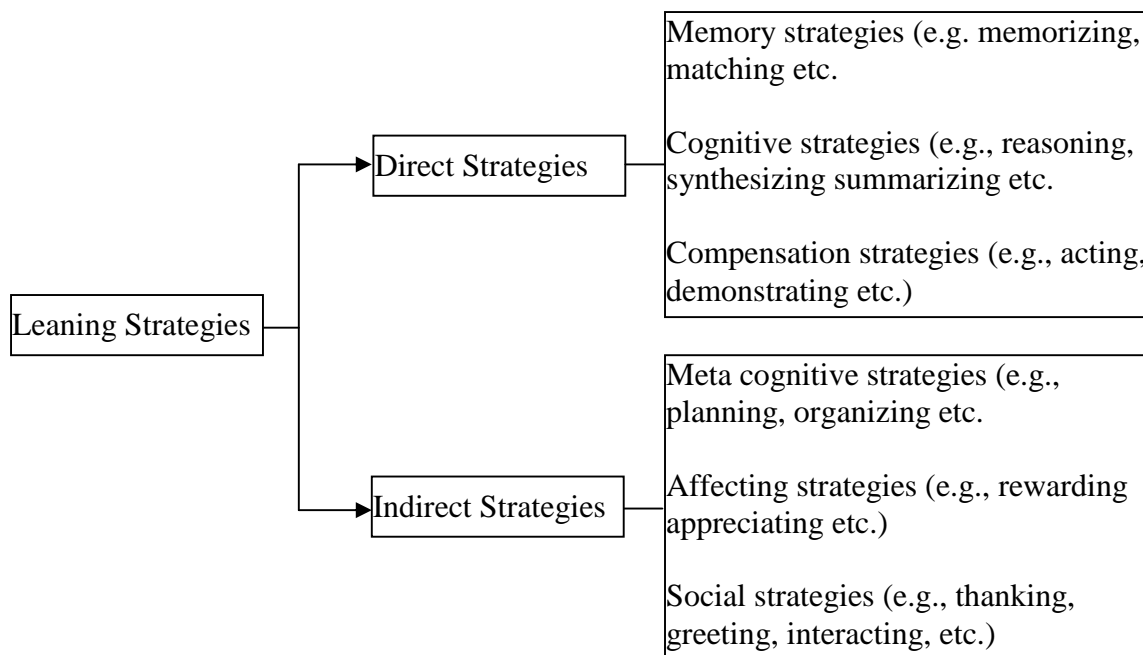


Figure 1: Framework of Learning Strategies

Learning strategies have crucial role in learning. Learners learn through memorizing, reasoning, acting, demonstrating, getting reward etc. These learning strategies directly or indirectly help in communication and developing communicative skills.

### 2.1.5 Importance of Language Learning Strategies

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning. In other words, language learning strategies, while non observable or unconsciously used in some cases, give language teacher valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn or remember new input presented in the language classroom. As Oxford (1990) states language learning strategies “.... are especially important for language learning because they are tools for active, self directed movement, which is essential for developing communicative competence”. Besides developing the

communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies. Developing skills in two areas, such as Direct and Indirect, can help the language learner build up learner independence and autonomy whereby they can take control of their own learning.

## **2.2 Review of the Empirical Literature**

Any study requires the knowledge of previous background to obtain the targeted objectives and deepen the study. So, an empirical review of literature is the effective evaluation of selected documents on a research topic. It may form an essential part of the research processer may constitute a research project itself. In the context of a research paper or thesis, the literature review presents critical synthesis of previous research. Several major universities in the world i.e. Cambridge University, Oxford University and many more are carrying out researches on learning strategies. In the Department of English Education, Faculty of Education, T.U. there are a few studies conducted on learning strategies that learners adopt while learning English as a foreign language. However, there is no research study on learning strategy conducted so far in relation to developing communicative competence.

Devkota (2003) carried out a research on “Learning Strategies: An Attitudinal Study,” His objective was to find out the strategies employed to learn literature. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the causes of students’ failure is due to lack of writing practice. Moreover, after overall analysis he found that studying texts in English are geared towards examination.

Poudel (2003) carried out a research on “Learning Strategies Adopted by the Grade Ten Students”. He aimed to find out the learning strategies adopted by

the tenth grade students and to prepare for their examination. He used a set of check list and questionnaire as tool for data collection among 40 students. He found out that students come to school with preparation, the teachers mainly recommended textbooks and practice books while teaching English and students read English texts, mainly for preparation of exam.

Rain (2006) carried out a research on "Learning Strategies Used by Maithili Learners of English at Secondary Level. "His study was centered on how Maithili learners of English learn English as their third language .He found that the learners used very few strategies to learn English language . He concluded that the teacher and students' do not use communicative approach in classroom. They practice English language using a traditional method, grammar translation method (GTM).

Similarly, Bista (2008) carried out a research on "Reading Strategies Employed by the Ninth Graders." The purpose of her study was to find out reading strategies by the governmental aided school students. She used test items and interview schedule as research tools . She found out that all students used guessing strategy, ask questions to themselves while reading, determining the important points and made notes for exam.

Likewise, Chaudhary (2009) carried out a research on "Learning Strategies Used by the Class Toppers." She aimed to find out the strategies used by the class toppers of higher education to learn the English language .She used a set of questionnaire as tool for data collection. She found out that meta- cognitive strategies were used by class toppers of higher education to great extent. She concluded that the class topper students have strong desire to communicate and are willing to guess meaning when they are not sure.

All these research works were conducted on learning strategies. No nearly research has been carried out on developing communicative competence. Thus, this study was carried out to find the strategies for developing communicative competence focused on class 12 learners of Tamaphok VDC in Sankhuwasava

district at Chamundey higher secondary school. So, my study will be different from any researches carried out in the department.

### **2.3 Implications of the Review for the Study**

In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to our own research. This review of the study obtained information from variety of the sources including books, journals, articles, report, etc. These entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize. The review became equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. In fact, the aforementioned studies have their own value and importance in their respective fields. I got theoretical knowledge and methodological skills from those of the reviews.

From the study of Devkota (2003) I become able to pinpoint the learning strategies employed to learn literature. Similarly, from the study of Rain (2006), I become able to find out learning strategies used by Maithili learners of English at secondary level. Likewise, from the study of Chaudhary (2009), I become able to find out learning strategies used by the class toppers. In the same way, from the study of Bista (2008), I become able to find out reading strategies employed by the ninth graders. The studies mentioned above have analyzed the strategies of teaching language, language functions, language skills and so on. But I analyzed the strategies connecting it with communicative competence. Therefore, this study is different in the field of English education and this work is a new attempt in the exploration of above mentioned untouched areas.

## 2.4 Conceptual Framework

Conceptual framework refers to the mental picture of the things in consideration. When we think of something an image is created in our mind. That type of mental structure is known as conceptual framework. The conceptual framework which is used in my study is as follows:

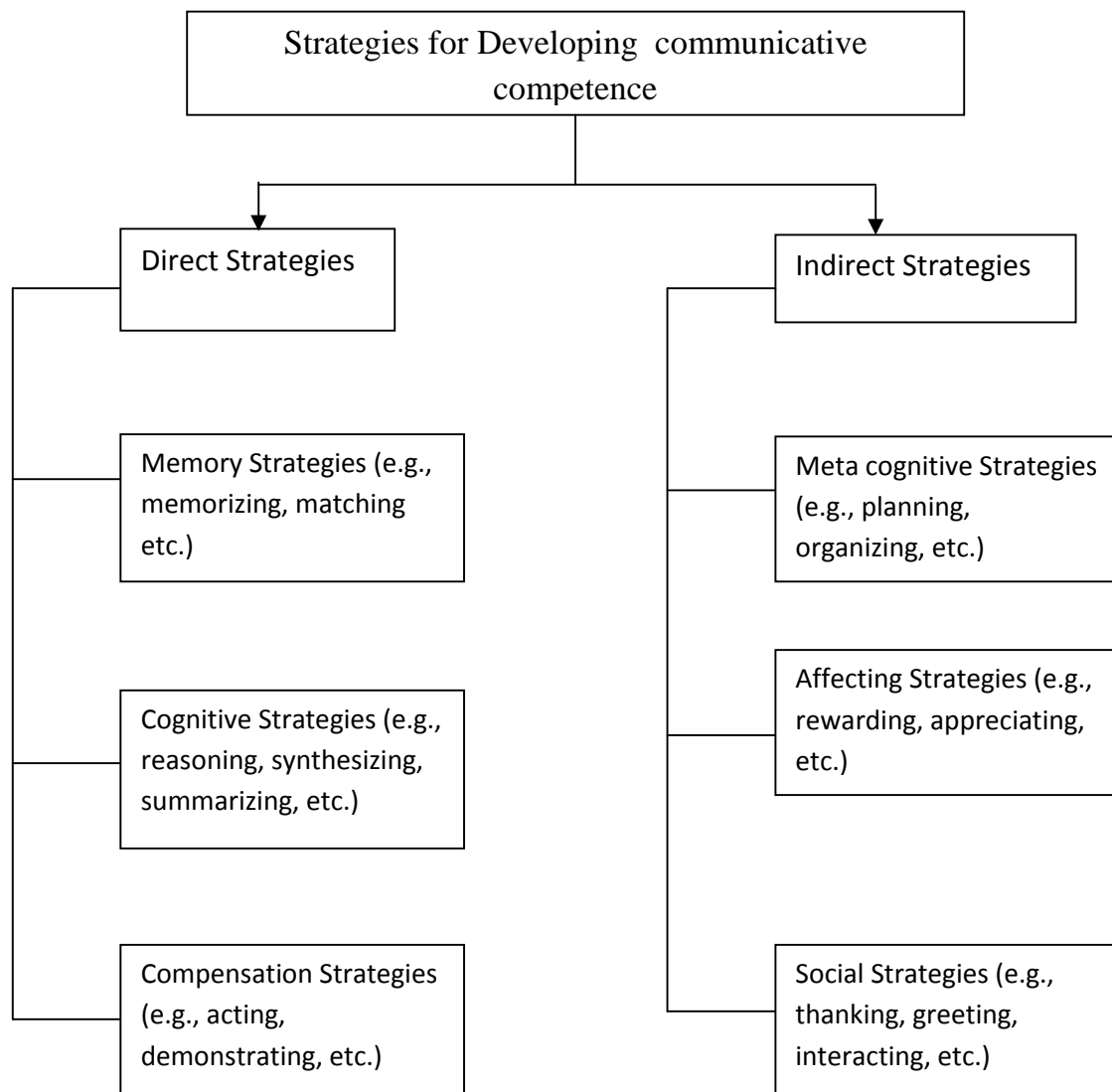


Figure 2: Conceptual Framework for Developing Communicative Competence

## CHAPTER THREE

### METHODS AND PROCEDURES OF THE STUDY

This chapter briefly describes the methods and procedures that were followed to action the objective s of this study. Hence, to achieve the set of objectives of the study the following methodologies was adapted.

#### 3.1 Design and Method of the Study

Survey research design was used to complete this study. To find out the strategies for developing communicative competence by class XII students, I followed mixed research design in general and the survey research design in particular. In this type of research I visited the determined area to find out existing data. Specifically, it is carried out in large number of population in order to find the students' opinion on certain event, issue or situation. Survey research study was selected because such study is carried out to address the large population by selecting sample population which is the representative of the study population as a whole. In this context, Cohen and Manion (2010) write:

Surveys are the most commonly use descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small scale studies carried out by single researcher. The purpose of survey researches generally to obtain the snapshot of condition, attitudes, and/or events at a single point of time.

Similarly, Nunan (1992) states, "Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics". Likewise, Cohen (2010) write that in the survey research the researcher gathers data at a particular point of time specially to describe the

nature of existing situation or to identify most standard one against the existing situation.

From aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitudes and events at a single point of time.

The main purpose of survey research is to find out opinion on certain issues, to assess certain educational programme, to find out behaviours of different professionals, to study certain trend and existing state of certain institution at a single point of time then compare the finding with the standards one. Finally, to forward some suggestions for the improvement. Nunan (1992) suggests the following procedure of survey research.

The first step is to define the objectives which means what do we want to find out? The second step is to identify the target population that means what do we want to know about? The third one is literature review that is what have other said and discovered about the issue. The fourth step is to determine sample to let know how many subjects should we survey, and how will identify these?

In this way, the fifth step is to identify survey instruments by the method of Questionnaire/Interview. The sixth step is to design survey procedure where to be find out how will the data collection actually be carried out? The seventh step is to identify analytical procedure to let know how will the data be assembled and analyzed? The last step is to determine reporting procedure to find out how will be written up and presented?

The discussion above entails that survey is one of the important research method used in educational investigations. It is mainly carried out to find out people's attitude, opinions and specified behavior on certain issues ,phenomena, events or situations. The finding of survey is generalizable to the whole group. For this reason, I chose survey design in my research study.

### **3.2 Population, Sample and Sampling Strategy**

The population of this study consisted of class XII students studying at Shree Chamunde Higher Secondary School at Tamaphok, Shankhuwasava. The sample size consisted of 30 students. I selected Shree Chamunde Higher Secondary School and the class XII students using purposive non-random sampling. Among all the students, 30 students were selected as sample by using simple random sampling. I adopted fishbowl draw method to select the sample size that I decided upon.

### **3.3 Study Area/Field**

The area of this study was Shankhuwasava district. I selected Class XII students for the sample of this study from this area. The field of this study is related to the communicative competence of language teaching and learning.

### **3.4 Data Collection Tools and Techniques**

I used questionnaire as a tool for data collection. Closed ended questions were asked to the informants. Some questions to the students were unfamiliar. So, I made the student familiar translating in mother tongue to the questions then I distributed the questionnaire and collected the data.

### **3.5 Data Collection Procedure**

The following procedures were used in the study:

- I went to the field, took consent and established rapport with the related people.
- Then, I selected 30 students using the procedure mentioned above.
- After that, I distributed the questionnaire to the students in the classroom.
- Finally, I collected the questionnaire, and thanked the informants for their help and co-operation.

### **3.6 Data Analysis and Interpretation Procedure**

Systematically collected data was analyzed, interpreted and presented descriptively as well as analytically using statistical tools and tables.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter is mainly concerned with the analysis and interpretation of the result derived from the collected data. After collecting the data from 30 selected students of grade XII. I analyzed and interpreted the data descriptively. The main objective of this study was to find out the communicative strategies employed by the grade XII students for developing communicative competence. The data collected from the informants were based on the set of questionnaires prepared for the students. Close ended question were provided to the sampled students in order to identify their communicative strategies. Thus, this chapter includes the details of analysis and interpretation and ends with the discussion about summary of the findings.

#### **4.1 Analysis and Interpretation of Data**

A set of question was provided to the respondents that contained closed ended question only. Closed ended questions included multiple choice items.

The percentage is the main device used for data analysis. While analyzing the data, the total number of responses for each questions and items were ordered. Then, the total number of response was changed into degree of frequency. The calculation was done to the responses of questionnaire by the students.

The next section presents the analysis and interpretation of the data.

##### **4.1.1 Direct Strategies for Developing Communicative Competence**

The selected students were asked eleven different items under direct strategy in order to find out developing communicative competence in this study. They were asked to encircle the best choice out of the alternatives as their strategies for developing communicative competence in this study. I have counted the frequency of the occurrence and number of responses in each of the alternatives

and their best choice out of the four alternatives given in the questions. All eleven items included in the questionnaire were related to identify learners' strategies for developing communicative competence. The analysis and interpretation of which is presented in the table:

Table 2 presents the responses of sampled students on the communicative strategies included under direct strategy in the questionnaire. There were eleven items and all of them were about learners communicative competence. First item in the questionnaire inquired whether the learners used approximate term in communication or not. Responding to this item, 50% of the respondents presented them as the always users of approximate term in communication, 16.67% as the rarely users, 16.67% were never users and 16.67% were the sometime users. It means, the majority of students were found to use approximate term in communication as strategies for developing communicative competence.

**Table No 2**  
**Direct Strategies for Developing Communicative**  
**Competence**

S.N	Items to be Responded	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	I use approximate term in communication	15	50	5	16.67	5	16.67	5	16.67
2.	I use repetition and memorization strategy	25	83.33	3	10	2	6.67	-	-
3.	I learn with active thinking to overcome communicative hurdles	13	43.33	7	23.33	5	16.67	5	16.67
4.	I Listen to English news broadcast by radio	5	16.67	8	26.67	5	16.67	12	40
5.	I listen to recorded materials by the native speakers of English	15	50	5	16.67	6	20	4	13.33
6.	I learn teachers communication through his /her paralinguistic features	10	33.33	8	26.67	5	16.67	7	23.33
7.	I prefer to do speaking practice through teachers imitation	16	53.33	5	16.67	6	20	3	10
8.	I use nonverbal strategies to make my communication effective	4	13.33	6	20	11	36.67	9	30
9.	I learn by playing the language game	15	50	6	20	4	13.33	5	16.67
10.	I use contextual cues to develop comprehension	11	36.67	7	23.33	4	13.33	8	26.67
11.	I fully depend upon textbook for learning	5	16.67	9	30	6	20	10	33.33

While asking about whether they used repetition and memorization strategies to know the meaning of difficult words, a good majority of the students, i.e. 83.33% of them were found to use this strategy always. Similarly, learning by playing the language game is also a good majority of the students i.e. 70% of them were found to use this strategy always and sometimes. From the analysis, it can be concluded that repetition and memorization strategies and learning by playing the language game were found as important strategies to develop communicative competence to the learners.

Next item in the questionnaire was included to ask whether they learned with active thinking to overcome communicative hurdles or not. The item was responded positively by 43.33% of the respondents respond as always users. In contrast and 23.33% of them were found sometime users. Similarly, speaking practice through teacher imitation was responded positively by 53.33% as always and 16.67% as sometime users. From this data, it can be concluded that many of the students learned with active thinking and prefer to do speaking practice through teachers imitation to overcome their communicative hurdles.

Next item in the questionnaire was asked to know whether listening to English news broad casted by radio develop their communication or not. In response to the item, 16.67% of the respondents respondent it as rarely and 40% responded in never. Similarly, 20% of the respondent responded as rarely and 33.33% of them responded as never users in whether they fully depend upon textbook for learning or not. From the data, it is found that many of the students were not found listening to English news broadcasted by radio and fully depend upon textbook for learning for developing their communication.

Next item in the questionnaire inquired the learners whether the learners used to listen recorded materials by the native speakers of English or not. Respondents to this item 15 students i.e., 50% presented them as the always user, 16.67% of them as seldom user. From this analysis it can be concluded that most of the learners listen the recorded materials by the native speakers of English for developing their communicative competence.

Another item in the questionnaire was about whether they learned teacher's communication through his/her paralinguistic features. The data in the table shows that 33.33% of the respondent responded as always and 26.67% of them as sometimes users. It means, learning through the paralinguistic features of teacher is not found as an effective strategy to develop communicative competence for them.

Whether non verbal strategies like gesture, posture, mime, etc helps to make communication effective or not was asked in the next questionnaire. While responding to this item, 30% of the respondents were found as the never users and 36.67% of them used it rarely. Similarly, use of contextual cues to develop comprehension was asked. While responding to this questionnaire, 26.67% of them responded as never and 13.33% of them were rarely users. From the analysis, now it becomes clear that these strategies did not help the learners for developing their communicative competence.

#### **4.1.2 Indirect Learning Strategies for Developing Communicative Competence**

The selected students were asked thirteen different items under indirect strategy in order to find out developing communicative competence in this study. They were asked to encircle the best choice out of the alternatives as their strategies for developing communicative competence in this study. All thirteen items included in the questionnaire were related to identify learners' strategies for developing communicative competence. The analysis and interpretation of which is presented in the table:

**Table No 3**  
**Indirect Strategies for Developing Communicative**  
**Competence**

S.N	Items to be Responded	Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	I use avoidance strategies when TL item is not Known	21	70	4	13.33	3	10	2	6.67
2.	I learn by gathering and organizing materials	2	6.67	15	50	5	16.67	8	26.67
3.	I tend to find my own way taking charge of others learning to develop communicative skills	18	60	5	16.67	2	6.67	5	16.67
4.	I speak in English with my teacher	6	20	11	36.67	8	26.67	5	16.67
5.	I use appeal for assistance strategy when TL item is not known to me.	17	56.67	5	16.67	4	13.33	4	13.33
6.	I learn through co-operation and collaboration	14	46.67	6	20	4	13.33	6	20
7.	I speak in English with my friend	2	6.67	5	16.67	10	33.33	13	43.33
8.	I use literal translation strategy while communicating with teachers and friends	14	46.67	5	16.67	8	26.67	3	10
9.	I use language for socialization to talk with a native speaker for better communication	15	50	6	20	4	13.33	5	16.67
10.	I learn through exploring cultural and social norms	-	-	8	26.67	10	33.33	12	40
11.	Taking part in a dialogue plays an important role in developing students communicative competence	15	50	4	13.33	6	20	5	16.67
12.	I learn both inside and outside the classroom	19	63.33	6	20	2	6.67	3	10
13.	I solve the problem in listening and speaking with the help of teachers	22	73.33	3	10	3	10	2	6.67

Table 3 presents the responses of sampled students on the communicative strategies included under indirect strategy in the questionnaire. There were thirteen items and all of them were supposed to develop learners communicative competence.

First item administered to them was about using avoidance strategies when target language item or structure was not known. Responding to this item, a good majority of them i.e. 70% were found the always users of avoidance strategy and 13.33% sometimes used it. Similarly, 73.33% of the respondents responded in always and 10% were sometime users to solve the problems in listening and speaking with the help of teachers. Including the responses of the majority, avoidance strategies for unknown item or structure and solving the problems in listening and speaking with the help of teachers is found as one of the learner's strategy for developing their communicative competence.

Next item in the questionnaire was about learning by gathering and organizing materials. The data in the table shows that 26.67% of the respondent responded as never, 16.67% of the respondents respond rarely and 50% were sometimes users and in the next questionnaire speak in English with their friends 43.33% responded as never, 33.33% as rarely and 16.67% of respondents were sometime users. From the data, most of the learners were not found the gathering and organizing materials and speak in English with friends for developing communication.

Whether the students tried to find their own way, taking change of others learning to develop communicative skills was the concern of next questionnaire. While responding to this item, 60% of the students were found to use this strategy always and 16.67% of them were found as the sometimes users. Similarly, 63.33% of the respondents responded as always and 20% of them were sometime users in learning both inside and outside the classroom. From this data, it can be said that these strategies helps to develop students' communicative competence.

Similarly, whether they spoke in English with their teacher or not was asked to them in another item. 16.67% of them responded as never, 26.67% of them were rarely users and 36.67% of them were sometime users. Similarly, 40% of them were never users, 33.33% were rarely users and 26.67% of them were sometimes users in learning through exploring cultural and social norms. From the analysis, it becomes clear that only a few of them used to speak in English with their teacher and none of the students used to learn through exploring cultural and social norms.

The next item in the questionnaire was "I use appeal for assistance strategy when target language item is not known to me". In response of it, a good majority, i.e. 56.67% responded as always and 16.67% of them were sometime users. Similarly, 50% of them responded as always and 20% of the respondents responded as sometimes users in using language for socialization to talk with a native speaker for better communication. Similarly, 50% of them were always users and 13.33% of them were sometime users in taking part in a dialogue. Including the voice of majority, it is found that students used appeal for assistance strategy, language for socialization and taking part in a dialogue in order to develop their communicative competence.

Next item in the table was whether learners used co-operation and collaboration strategy or not. The 14 students, i.e., 46.67% of them used this strategy always and 20% of them were sometime users. Similarly, 46.67% respondents responded as always and 16.67% of them were sometime users using literal translation strategy. From these analyses, majority of the learners were found to be used these strategies for developing their better communication.

## **4.2 Summary of the Findings**

The present study was about the 'strategies for developing communicative competence' which aimed at finding out the communicative strategies employed by the class XII learners for developing communicative competence.

After the systematic analysis and interpretation of the data, I came up with the following summary of the findings under Direct Strategy.

- ) A majority of students more than 90% were found to use repetition and memorization strategy and around 70% of the respondents were found to use approximate term in communication and learning by playing language games strategies in their communication.
- ) Similarly, most of the students used the strategies like active thinking to overcome the communicative hurdles and speaking practice through teachers imitation. Around 65% of the respondents were found to be using as the strategy for communication.
- ) Only a few of the learners were found to listen to English news broadcasted by radio and fully depend upon textbook for learning as the strategies for communication.
- ) Around 67% of the learners listen to recorded materials by the native speakers of English as the strategies for communication.
- ) Learners were not found to learning teachers communication through his/her paralinguistic features, non verbal strategies and use of contextual cues as the strategies for developing communication to the lesser degree of satisfaction. It means the students below 50% in total were found to use those strategies.

The summary of the findings under Indirect Strategy:

- ) Good majority of the students used the techniques or strategies like using avoidance strategies when TL item is not known, solving the problems in listening and speaking with the help of teachers. Around 71% of the respondents used this strategy always for developing their communicative skills.
- ) Less number of the students were found to use learning by gathering and organizing materials and speak in English with their friends. Less than

10% of the respondents were found to use these strategies for developing their communicative skills.

- ) Similarly, majority of the students used the techniques or strategies like own way taking charge of others learning and learning both inside and outside the classroom. Around 65% of the respondents use these strategies for developing their communicative competence.
- ) Learners were not found to speak in English with teachers and learning through exploring cultural and social norms as the strategies for developing communication to the lesser degree of satisfaction. It means, the students below 25% in total were found to use those strategies.
- ) Similarly, majority of the students used the techniques or strategies like Use of appeal for assistance when target language is not known, using language for socialization to talk with a native speaker and taking part in a dialogue. Around 62% of the respondents were found to use these strategies for developing their communicative skills.
- ) The literal translation strategies and use of cooperation and collaboration strategies were found to be used by a great number of the learners while communicating with teachers and friends for developing their communicative competence.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

Language learning strategies have been receiving ever growing attention in the areas of foreign language teaching and learning. The communicative language teaching has dominated the current pedagogical endeavors, so, the teachers, students, trainers, experts and policy makers are nowadays being concerned to the discussion and exploration of the strategies to develop the communicative competence. As the major goal of ELT, communicative competence is the set of abilities for the accurate and appropriate use of language in contextually different environment. However, developing communicative competence is not as easier as it is expected. Thus, what strategies can better help for promoting learners communicative competence is the core of this study.

#### 5.1 Conclusion

After the study, I have found some striking ideas about the strategies used by students for better communication in target language. The findings of the study show that there are a great number of strategies or activities that are frequently used by students and employed by the teachers for developing communicative competence. This study shows that most of the learners preferred literal translation strategies while communicating with teachers and friends. Similarly, they were mostly found to use appeal for assistance strategy, learning through co-operation and collaboration and using repetition and memorization strategies to know the meaning of difficult words in their day to day practice of language.

To be specific this study concluded that learners preferred communicative strategies like taking part in a dialogue, speak in English with teachers, learn by playing the games, using most appealing strategies for developing their communicative competence. However, they were found relatively poor in listening English news, speaking in English with friends, learning through

paralinguistic features, exploring cultural and social norms, gathering and organizing materials, using non verbal strategies to make communication effective and being fully dependent upon textbook for learning. It means such strategies were not found effective their communication. In the case of difficulties, learners were found to use approximate terms for communication, using avoidance strategies and contextual cues to overcome the difficulties. From such findings, it can be concluded that communication skills or abilities can be developed through different learner centered, activity based and interactive strategies. Thus the teachers and students have better use those strategies it they are in the dive need of developing communicative competence.

## **5.2 Recommendations**

It is true to say that qualified and professionally dedicated teachers, curious and devoted students and the research based policies and strategies tend to give better results in any academic program. However, the policymakers, practitioners and the researchers are not found to whom considerable responsibilities and effective practices for the development of student's communicative competence. Thus, it seems very essential to recommend some of the suggestions to the policy makers, practitioners and new researchers on the basis of the findings of this study. I would like to suggest the following recommendations:

### **5.2.1 Policy Related**

The educational product of a country depends on the educational policy implemented by the government of the country. Similarly, teaching and learning is also highly influenced by the policies formed by the nation and facilities provided to teacher and students. In this regard, the following points are recommended for effective policy:

- ) As the development of communicative competence is unquestionable objective of language teaching and learning, course book, reference materials and learning activities should be prepared to address such objective. This study also found that communicative abilities help in developing language learning so communicative activities should be preferred.
- ) Through the teachers present themselves as the strict followers of communicative method, they are not equally capable to teach communicatively. So, they should be provided training and proper guidelines to teach communicatively and to develop communicative competence of the learners from the side of policy levels.
- ) Different supporting materials have to be designed targeting the communicative competence of the learners.
- ) The effective strategies for better communication should be devised from policy levels so the students and teacher can be facilitated in their learning and teaching.

### **5.2.2 Practice Related**

Teaching and learning communicatively is not an easy task. So, the teacher should be more knowledgeable practical and curious in their subject and students should be interactive, active and interested to the learning. Some of the practice related recommendations are as follows:

- ) It was found that teaching and learning in the classroom is not only depend upon textbook but also taking part in dialogue, speak in English with teachers, listening to recorded materials are to be used to improve the communicative competence.
- ) It was also found that learners preferred co-operation, repetition and memorization, use approximate term in communication to suggest those strategies in their teaching. The teacher should allow the students to do

the tasks in the group. So, it is better to provide enough opportunity for the students to take part in speaking activities in the classroom.

- ) Students and teachers play an important role to the fulfillment of expected outcomes of any academic program. Thus, they are recommended to be active, creative and interactive in their classes.

### **5.2.3 Further Research Related**

The present research will be very helpful for those who want to carry out further research in similar topics. They will be benefitted by the following ways:

- ) It is thought to be more relevant to carry out participant observation based on large scale study on the topics like classroom strategies, communicative practices, problems of classroom techniques and activities for better communication, etc. in the coming days by the new researchers.
- ) Further researches should be based on action and experiment of the role, effectiveness and implications of the communicative strategies to the development of learner communicative competence.
- ) The new researcher will get good sources of secondary data from different institution out of Chamunde Higher Secondary School of Sankhuwasava district.

## References

- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: OUP.
- Bista, H. (2008). *Reading Strategies Employed by the Ninth graders*. Central Department of T.U.
- Brown, H.D. (1994). *Teaching by principles: An interactive approach to language Pedagogy*. London: Longman.
- Canale, M. (1983). From communicative competence to communicative language Canale, M. and Swain, M. (1980). Theoretical bases of pedagogy. Communicative competences to second language teaching and testing. *Applied Linguistics*, 1(1) Pp 1-47.
- Canale, M. and Swain, M. (1980). *Communicative Competence*. Blackwell: London.
- Celce-Muricia. F. & Hilles, M. (1995). *Discourse & context in language teaching. A guide for language teachers*. Cambridge: CUP.
- Chamot, J. M. (1987). *Second language learning strategies*. Oxford : OUP.
- Chaudhary, R. (2009). *Learning Strategies used by the class toppers*. Tribhuvan University, Kathmandu.
- Chomsky, N. (1965). *Aspect of the theory of syntax*. Massachusetts: MIT Press.
- Cohen, A.D. (1998). *Strategies in learning & using a second language*. London & New Work: Longman.
- Cohen, L. Manion. L. & Merrison, K. (2010). *Research method in education*. London: Routeldge.

- Devkota, P. (2003). *Learning Strategies: An Attitudinal Study*: Unpublished Thesis, T.U.
- Ellis, R. (2003). *Task-based language learning and teaching*. London: Pearson Longman.
- Ellis, R. (1985). *Second language acquisition*. London: Pearson Longman.
- Hedge, T. (2008). *Teaching and learning in the classroom*. Oxford: OUP.
- Hymes, D. (1972). *On communicative competence*. Baltimore: Penguin Books, pp. 269-293.
- Landsberger, J. (2009). *Application of foreign language learning*. Oxford: OUP.
- Lyons, J. (1970). *The study of linguistics*. London: Fontana.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge: CUP.
- O'Malley, J.M. & Chamot, A.U. (1987). *Learning strategies in second language acquisition*. Oxford : OUP.
- Oxford, R. (1990). *Language learning strategies. What every teacher should know*. New York: Newbury house.
- Poudel, K. (2003). *Learning Strategies adapted by the grade X students*. Thesis of T.U. Central Library.
- Rain, P. (2006). *Learning Strategies used by Maithili learners of English at Secondary level*. Thesis of T.U. Central Library.
- Richards, J.C & Rodgers, T.S. (1986). *Approaches and methods in language teaching*. Cambridge: CUP.
- Stern, H. (1983). *Fundamental concept of language teaching*. Oxford: OUP.
- Swain, M. (1980). *Communicative learning activities*. Penguin: London.
- [www.goodlanguagelearning.com](http://www.goodlanguagelearning.com)

## APPENDIX – I

Dear Respondents,

This questionnaire is a research tool to gather information for my research entitled “**Strategies Used by Class Twelve Learners for Developing Communicative Competence**” under the guidance of **Mrs. Madhu Neupane**, Lecturer, Department of English Education, T.U., Kirtipur. The correct information provided by you will be a great help for completing my research. The information you provide will be highly confidential and used only for research purpose. I would appreciate your honest opinion and assure you that your responses will be completely anonymous.

Researcher  
Mr. Dipak Kumar Bhattarai  
M. Ed. Second Year

Name of informants:.....

Sex:.....

Age:.....

**Circle the appropriate option given below.**

**A. Questionnaire are related to Direct Strategy;**

1. I use approximate term in communication.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
2. I use repetition and memorization strategies to know the meaning of difficult words.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
3. I learn with active thinking to overcome communicative hurdles.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
4. I listen to English news broadcasted by radio.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
5. I listen to recorded materials by the native speakers of English.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
6. I learn teachers communication through his/her paralinguistic features  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
7. I prefer to do speaking practice through teachers' imitation.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
8. I use nonverbal strategies like gesture, posture, mime etc. to make my communication effective.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never
9. I learn by playing the game such as puzzles, scrabbles etc.  
a. Always                      b. Sometimes                      c. Rarely                      d. Never



