

**STRATEGIES USED BY STUDENTS FOR PROMOTING
COMMUNICATIVE COMPETENCE**

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

**Submitted by
Santosh Subedi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2015

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Santosh Subedi** has prepared this thesis entitled **Strategies Used by Students for Promoting Communicative Competence** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: ../.../2015

Mr. Khem Raj Joshi (Supervisor)

Department of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been approved by the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T. U., Kirtipur

Chairperson

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant

Department of English Education

T. U., Kirtipur

Member

Mr. Ashok Sapkota

Teaching Assistant

Department of English Education

T.U., Kirtipur

Member

Date: 2071/10/09

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

Signature

Dr. Anjana Bhattarai

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

Chairperson

Dr. Anju Giri

Professor
Department of English Education
Chair person
English and Other Foreign Languages
Education Subject Committee
T.U., Kirtipur

Member

Mr. Khem Raj Joshi (Supervisor)

Teaching Assistant
Department of English Education
T.U., Kirtipur

Member

Date: 06/04/2072

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 to any university.

Date: 18/03/2014

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Santosh Subedi

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

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Santosh Subedi

2015

ABSTRACT

The study entitled "Strategies Used by Students for Promoting Communicative Competence" was intended to find out the communicative strategies employed by the class XII learners for promoting their communicative competence. In order to fulfill the objectives of this study, forty higher secondary level students (grade XII) were selected through purposive non-random sampling procedure. A predetermined set of questionnaire including both open and closed ended items were 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. From the study, students were found using avoidance strategies, repetition and memorization strategies, reduction strategies, collaborative and co-operative strategies frequently for promoting their communicative competence. Similarly, teachers were found to be focusing on student centered activities such as: group work, pair work, role play, describing things and communicative methods for promoting communicative competence of the students.

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 empirical literature, implications of the review for the study, review of theoretical literature 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 of data collection, data collection procedure 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 result. The final chapter presents conclusions and implications of the study at different levels of application. The study ends with the list of references and appendix.

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LIST OF SYMBOLS AND ABBREVIATIONS

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 Degree in Education
Mr.	Mister
No.	Number
OUP	Oxford University Press
p.	Page
pp.	Pages
Regd.	Registration
S.N.	Serial Number
T.U.	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This is the study entitled "Strategies for Promoting Communicative Competence". This chapter of the thesis consists of general background, statement of the problem, 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 regarded as the most valuable possessions of the human beings. It 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 being of human lies in the way she/he communicates with language. It is the language that makes him/her 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 language 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.

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 needs to use language both accurately and appropriately in the different contexts of use. In order to promote communicative competence in the learners, they must be equipped with different strategies. However, students do not have appropriate communicative ability. It might be due to the lack of using appropriate strategies to promote communicative competence. That's 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 so on. Learners may involve peer/group discussion, they can play different roles, they can take part in speaking activities and contest, they may use audio, video materials, involve in language game and express their feelings in the form of storytelling. All these are the strategies for communication. 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 promote their communicative competence in English.

1.3 Objectives of the Study

This study had the following objectives:

- a) To find out the communicative strategies employed by the class XII learners for promoting communicative competence.
- 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 promote their communicative competence?
- b) Which strategies are mostly used?
- c) What sorts of activities are preferred by the students to promote their communicative ability?

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 educations in many different contexts have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign language. The application of learning strategies in foreign language learning is used as one vehicle for promoting 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 will be useful typically for the students since they can find out varieties of strategies used. Similarly, it will be useful for the teachers of language.

1.6 Delimitations of the Study

This study had the following delimitations:

- a) It was limited to the Class XII students of Shree Janajagrit Higher Secondary School, Kaski.
- b) Sample was limited to only 40 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

Communication strategies : Communicative strategies, in this study are the attempts made by grade twelve learners to make communication successful by overcoming the potential problems.

Communicative Competence : The term communicative competence is taken as the grade twelve learners' ability to take part in interaction by using appropriate form of language.

Learning Strategies : The term learning strategies refer to the conscious attempts made by grade twelve learners to learn some factures of L₂.

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 implication 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 following theoretical reviews on communicative competence and learning strategies.

2.1.1 Defining 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) 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 (as cited in Lyons, 1970, p.131)

For a 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,p.52) 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 linguist, 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 et al. (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-Murcia and Hilles (1995).

Celce-Murcia et al. (1995) further divided communicative competence into linguistic, socio-cultural, strategic and discourse competences .While analyzing these components, the learners 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. The ways in which an individual speaker attempts to compensate for this gap between what s/he intends to communicate and his immediately available linguistic resources are known as communication strategies (CSs). 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 unique in that human communication is cognitively, emotionally, and socially complex.

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.

Communication strategies 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. They tend to employ a variety of CSs, involving both verbal and no-verbal tools such as paraphrase and mime. Ellis (2003, p.114) identifies two different types of communication strategies, which include:

- a. Reduction strategies: where the learner gives up a topic or abandons message.
- b. Achievement strategies: where the learner decides to achieve original communicative goal, and attempts to use different means to achieving it. Various verbal and non verbal attempts for achieving the communicative goal are known as achievement strategies, which are of different types, such as:
 - a) Approximation, for example 'worm ' is used for 'silkworm'
 - b) Paraphrase, for example, 'it sucks air' is used for ' vacuum cleaner.'
 - c) Word coinage, for example, 'air plane' is used for ' aero plane.'
 - d) Literal translation, for example, ' eat cigarette' is used for ' smoke'.
 - e) Mime, for example, showing through nonverbal signs, symbols and acts.

Brown (1994, p.119) presents the types of communication strategies suggested by Tarone (1990). According to Tarone's classification, there are five major types of communications strategies: paraphrase, borrowing, appeal for

assistance, mime and avoidance. The table below has summarized the elaborate classification of communication strategies:

Types	Subtypes	Definition and Examples
1. Paraphrase	Approximation	use of single target language vocabulary items or structure, in which the learner knows is not correct, but which shares enough semantic features in common with the desired items to satisfy the speaker (e.g. pipe for water pipe)
	Word Coinage	The learner makes up a new word in order to communicate a designed concept (e.g., air ball for balloon)
	Circumlocution	The learner describes the characteristic or elements of the object or action instead of using the appropriate target language (TL) item or structure (e.g. she is, uh, smoking something. I don't know what its name is. That's uh, Persian, and we use in Turkey, a lot of.)
2. Borrowing	Literal translation	The learner translates word for word from the native language (e.g. he cut a ticket for he bought a ticket)
	Language switch	The learner uses the native language (NL) term without bothering to translate (e.g., blaun for balloon, tirtil for caterpillar)
3. Appeal for assistance		The learner asks for the correct term (e.g., what is this? What do you mean by this?)
4. Mime		The learner uses nonverbal strategies in the place of a lexical items or action (e.g., clapping one's hand to illustrate applause)
5. Avoidance		The learner simply tries not to talk about concepts for which the TL items or structure is not known.

Classification of Communication strategies (Brown, 1994, p.119)

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

2.1.3 Good Language Learners' 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 s/he is learning. S/he tries to find out what works him/her 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. Hedge (2008, p.77) outlines the following specific strategies which are employed by the good second language learners:

- Know their needs and work productively with the teacher towards the achievement of their objectives,
- Learn both inside and outside the classroom,
- Can take classroom based material and can build on it,
- Know how to use resources independently,
- Learn with active thinking,
- Adjust their learning strategies when necessary to improve learning,
- Don't think the teacher is a god who can give them ability to master the language.

Similarly, Brown (1994, p.79) presents the following good language learners' strategies:

- Good language learners find their own way, taking charge of their learning.
- They organize information about language.

- They 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.
- They use memory strategies to recall what has been learned.
- They make errors work for them and not against them.
- They use linguistic knowledge, including knowledge of their first language, in learning a second language.
- They use contextual cues to help them in comprehension and so on.

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

2.1.3.1 Characteristics of Good Language Learners

Here are some attributes that are sometimes claimed to be characteristics of good language learners. Hedge (2008, p.144) presents the following characteristics of good language learners:

- Seek out opportunities to use the language in meaningful interactions
- Are willing to practice
- Repeat words and phrases until they form good habits
- Are uninhibited
- Are patient
- Make errors in their language use
- Pay attention to the forms of the language
- Study grammar to improve their speaking
- Search for meaning in listening and reading
- Use their native language to help them learn
- Ask for clarification when they do not understand
- Do not feel anxious

Similarly, Oxford (1990) mentions that good language learners have the following personal characteristics:

- Have high self-esteem
- Start learning at an early age
- Are extroverts
- Are tolerant of ambiguity and willing to guess
- Are aware of their own learning styles
- Are motivated to become members of the second language community
- 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 promotion of communicative competence.

2.1.4 Learning Strategies

Learning Strategies are those deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. Whatever the second language (L2) 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, p.4) defines learning strategy as learning process which is consciously selected by learners'.

Similarly, Chamot (1987, p.67) 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, p.70) definition, we can see the similar view but he defines learning strategy in technical way. He says that 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 easier, faster, more enjoyable, more directed, more effective and more transferable to new situation. It is extremely powerful learning tool.

Being based on Oxford (1990) and alternative taxonomies offered by O'Malley and Chamot (1990, as cited in Ellis 1985, p.97) , we can discuss the following strategies :

2.1.4.1 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.

2.1.4.2 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.

2.1.4.3 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).

2.1.4.4 Compensatory Strategies

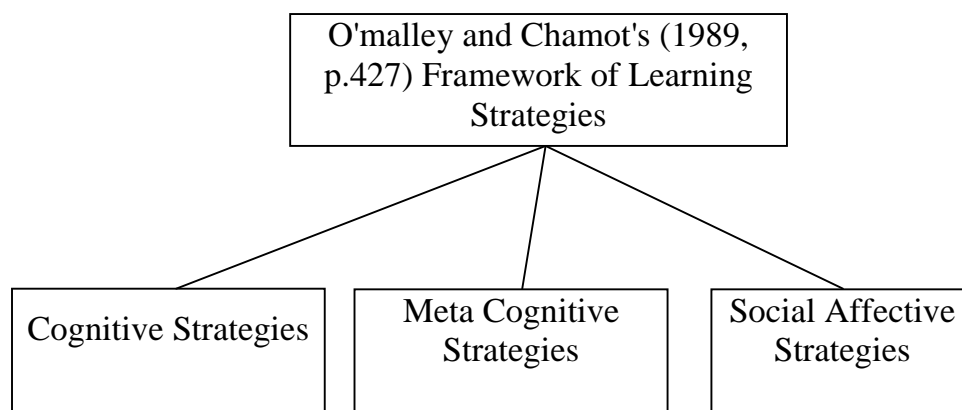
These are the direct strategies to complement the meaning of language through the use of different non-verbal devices and paralinguistic features such as gestures, pitch, volume, guessing from the context in listening and reading, using synonyms. Cohen (1998, p.180) asserted that compensatory strategies 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.

2.1.4.5 Affective Strategies

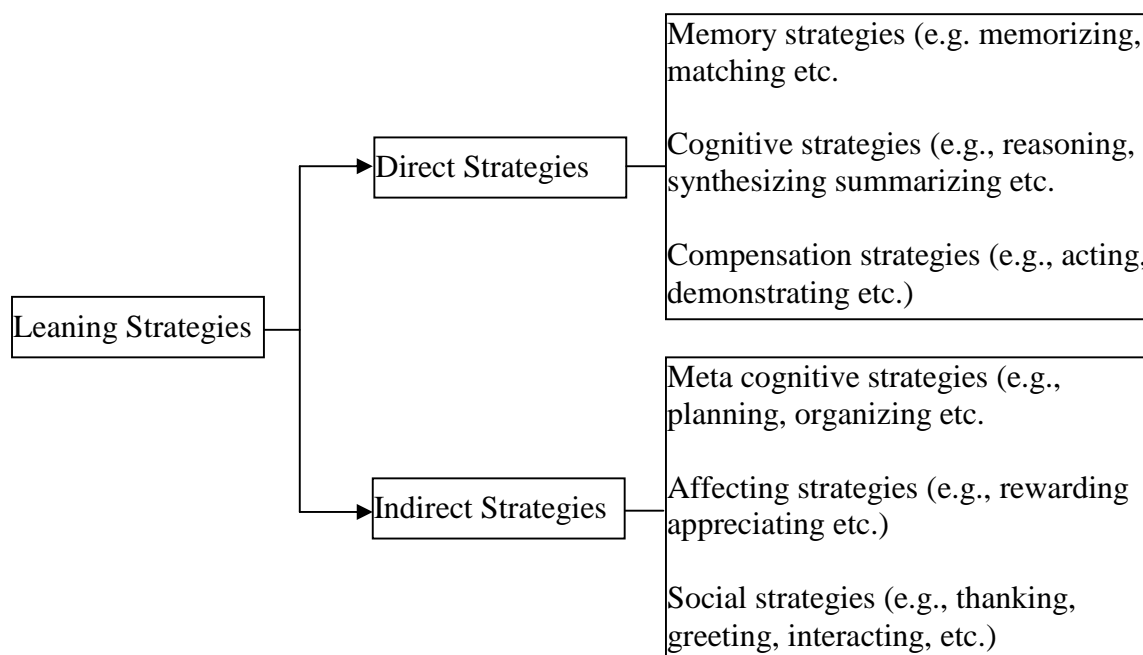
Strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L₂ proficiency.

2.1.4.6 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:



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 promoting communicative skills.

2.2 Review of the Empirical Literature

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 writing a research paper or thesis, the literature review presents critical synthesis of previous research. Several researches have been conducted which have studied and investigated various aspects of communicative language teaching and learning in Nepal and outsides. However, 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 promoting communicative competence. Some of the major related research works are reviewed below:

Devkota (2003) carried out a research on “Learning Strategies: An Attitudinal Study” The objective of his study was to find out the strategies employed to learn literature. He used a set of questionnaire to collect data from students and structured interview to collect information from the teachers. From the study, 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”. This study 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. 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 sampled on 30 students studying at grade 9. She selected the sample following purposive non random sampling procedures. 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.

Shrestha (2014) studied on communicative strategies used by the teachers' to teach English in secondary level. The objective of this study was to identify the teachers' communicative strategies used in teaching English. She selected 30 teachers of Syangja district purposively. Questionnaire and observation checklist were used as the tools to collect data. From the study, she found that

asking questions, eliciting information, assigning task in group and pair, asking for a role play and so on were the major communicative strategies used by the teachers.

Though some researchers are conducted on the area of learning strategies, no research is carried out to find out the strategies for promoting communicative competence in English. So, my study will be different from any researches carried out in the department.

2.3 Implications of the Review for the Study

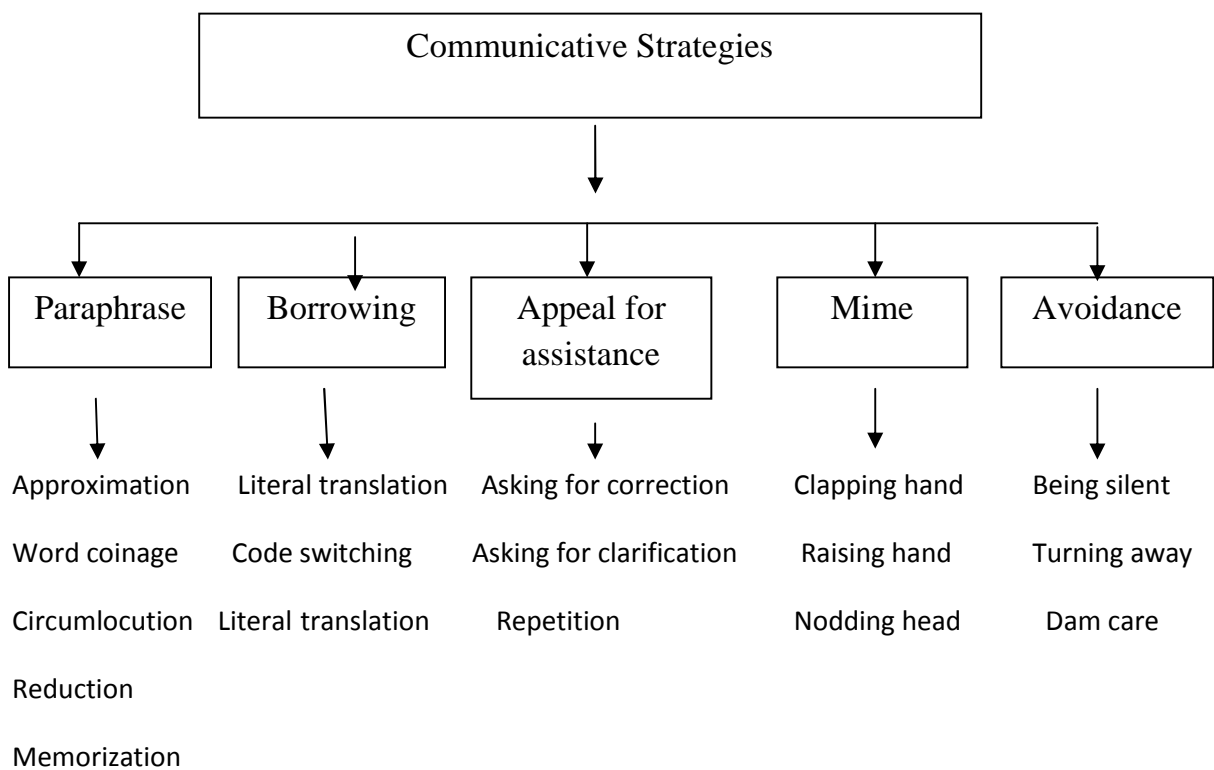
The reviewed study is to some extent similar to the proposed study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to our own research. This review of the study obtained information from variety of the sources including books, journals, articles, etc. These entire source helped me to bring the clarity and focus on the research problem, improve methodology and contextualize the finding. 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 them with communicative competence. Therefore, this study is new in the field of English

education and this work is a new attempt in the exploration of above mentioned untouched areas.

2.3 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:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter on methods and procedures of the study briefly describes the methods and procedures that were followed to action the objective s of this study. Hence, to met objectives of the study, I have adopted the following methodologies:

3.1 Design and Method of the Study

Survey research design was used to complete this study. Survey research is a new technique for social science research and educational research. Survey is quite an old technique and was largely developed in the eighteenth century.

To find out the strategies for promoting 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 (1985, as cited in Nunan1992, p.140) 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 research his generally to obtain the snapshot of condition, attitudes, and/or events at a single point of time.

Similarly, Nunan (1992, p.140) states, "Surveys are widely used for

challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics."Likewise, Cohen et al. (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. 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, p.141) suggests the following eight steps procedure of survey research:

- | | | |
|------------------------------|---|---|
| Step 1 | : Define objectives | - |
| what do we want to find out? | | |
| Step 2 | : Identify target population | -what do we want to know about? |
| Step 3 | : Literature review | -what have other said/discovered about the issue? |
| Step 4 | : Determine sample survey, and how will identify these? | -how many subjects should we |
| Step 5 | : Identify survey instruments | -how will the data will be collected: Questionnaire /interview? |
| Step 6 | : Design survey procedure | -How will the data collection actually be carried out? |
| Step 7 | : Identify analytical procedure | -How will be the data be assembled and analyzed ? |

Step 8 : Determine reporting procedure-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 were the class XII students studying at Janajagrit Higher Secondary School at Padeli Sarangkot .Out of those population sample size consisted of 40 students. I used mixed sampling procedure. Mixed sampling procedure has the characteristics of both random and non random sampling designs. I selected Janajagrit higher secondary school and the class XII students using purposive non-random sampling. Then, out of 80 students 40 students were selected as sample by simple random sampling. Within 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 Kaski district. The researcher selected forty +2 level students for the sample of this study from this area. The field of this study is related to the communicative language teaching and learning.

3.4 Data Collection Tools and Techniques

I used a set of questionnaire as a tool for data collection. Both closed ended and open ended questions were asked to the informants. Incase of unfamiliar questions included in the questionnaire, I clarified them first at first then I distributed the questions and collected the data.

3.5 Data Collection Procedure

The following procedure were used in the study:

- I went to the field, took consent and established rapport with the related people.
- Then, I selected 40 students using the procedure mentioned above.
- I distributed the questionnaire for 20 minutes to the concerned informants and request them to complete.
- Finally, I collected the questionnaire, thanks the informants for their help and co-operation.

3.6 Data Analysis and Interpretation Procedure

The data collected from both closed and open ended questionnaire were analyzed, interpreted and presented qualitatively and quantitatively. Qualitative data was analyzed in a narrative way with the help of description where as the qualitative data was analyzed and interpreted with the help of statistical tools kike percentage, frequency count and mean value.

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 40 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 promoting communicative competence. The data collected from the informants were based on the set of questionnaire prepared for the students. Both open and close e ended questions were provided to the sampled students in order to identify their commutative 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

Two sets of questions (set A and set B) were provided to the respondents that contained closed ended and open ended question respectively. Among 34 questions, 26 were closed ended and 8 were open ended. Closed ended questions included multiple choice items in which the respondents responded being based on the choice that they were provided with. And in case of open ended question, they were free to write their views in their own words.

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 analyzed, tabulated or shown by using figures. Then, the total number of response was changed into degree of frequency. The calculation was done to the responses of questionnaire by the students.

Open ended questions in set B were asked to take the subjective responses from the informants. I have described the obtained responses based on different

headings for its better analyses and easy interpretation. The details of analysis and interpretation are subsumed under following sections:

4.1.1 Learners' Communicative Strategies for Promoting Communicative Competence

The selected students were asked twenty six different items in order to find out their strategies for promoting communicative competence in this study. They were asked to encircle the best choice out of the alternatives as their strategies for promoting communicative competence in this study, they were asked to encircle their best choice out of the four alternatives given in the questions. 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. I have counted the frequency of the occurrence and number of respondent in each of the alternatives and their respected items. All twenty six items included in the questionnaire were related to identify learners' strategies for promoting communicative competence. The analysis and interpretation of which is presented in the table below:

Table No.1
Communicative Strategies for Promoting Communicative Competence

S.N	Items to be Responded	Always		sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
1.	I Listen to English news broadcast by radio	20	50	5	12.5	10	25	5	12.5
2.	I Use reduction strategies when I am not familiar with the TL.	15	37.5	10	25	10	25	5	12.5
3.	I learn through	25	62.5	5	12.5	10	25	-	-

	co-operation and collaboration								
4.	I listen to recorded materials by the native speakers of English	5	12.5	10	25	7	17.5	18	45
5.	I speak in English with my friend	8	20	7	17.5	10	25	10	25
6.	I use literal translation strategy while communicating with teachers and friends	25	62.5	-	-	8	20	7	17.5
7.	I use approximate term in communication	22	55	3	7.5	10	25	5	12.5
8.	I take part in debate contests to promote my speaking ability	13	32.5	12	30	10	25	5	12.5
9.	I speak in English with my teacher.	9	22.5	11	27.5	16	40	4	10
10.	I use appeal for assistance strategy when TL item is not known to me.	22	55	7	17.5	8	20	3	7.5
11.	I learn teachers communication through his /her paralinguistic	17	42.5	5	12.5	8	20	10	25

	features								
12.	I use language for socialization to talk with a native speaker for better communication	10	25	6	15	8	20	15	37.5
13.	I learn through exploring cultural and social norms	5	12.5	7	17.5	22	55	6	15
14.	Taking part in a dialogue plays an important role in developing students communicative competence	25	62.5	6	15	4	10	5	12.5
15.	I learn with active thinking to overcome communicative hurdles	18	45	7	17.5	8	20	7	17.5
16.	I learn by gathering and organizing materials	20	50	13	32.5	-	-	7	17.5
17.	I prefer to do speaking practice through teachers imitation	16	40	4	10	8	20	12	30
18.	I use avoidance strategies when TL item is not Known	25	62.5	6	15	4	10	5	17.5

19.	I use nonverbal strategies to make my communication effective	10	25	-	-	10	25	20	50
20.	I learn by playing the language game	18	45	7	17.5	8	20	7	17.5
21.	I learn both inside and outside the classroom.	22	55	7	17.5	5	12.5	3	7.5
22.	I use contextual cues to develop comprehension	18	45	9	22.5	3	7.5	10	25
23.	I use repetition and memorization strategy	28	70	7	17.5	5	12.5	-	-
24.	I try to find my own way taking charge of others learning to develop communicative skills	18	45	7	17.5	-	-	10	25
25.	I solve the problem in listening and speaking with the help of teachers	25	62.5	7	17.5	3	7.5	5	12.5
26.	I fully depend upon textbook for learning	8	20	8	20	7	17.5	15	37.5

The above table presents the responses of sampled students on the communicative strategies included in the questionnaire. There were twenty six items and all of them were supposed to promote learners communicative competence. First item in the questionnaire was asked to know whether listening to English news broadcasted by radio promoted their communication or not. In response to the item, 50% of the respondents responded it as always, 25% of them responded as rarely, and equal number of respondents, i.e. 12.5% responded in opposition . From the data, it is found that learners used to listen English news broadcasted by radio as a communicative strategy.

Second item in the table was to find out whether learners used reduction strategies when they were not familiar with the target language. The 15 Students, i.e. 37.5% of them used this strategy always, 25% of them used it sometimes and equal number of respondents, i.e. 25% were found that not using this strategy. From this analysis, it can be concluded that most of the learners did not used reduction strategy for promoting their communicative competence.

Third item in the table was whether learners used co-operation and collaboration strategy or not. The 25 students, i.e. 62.5% of them used this strategy always, 12.5% of them used it sometimes and 25% of respondents found rarely. From that analysis learners were found to be used this strategy for promoting their communicative competence.

Forth 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 5 students i.e. 12.5% presented them as the always user 25% them as sometimes user, 17.5% of them rarely user and 45% of them never user of this strategy, It means majority of students found not using this strategy .From this analysis it can be concluded that most of the learners did not listen the recorded materials by the native speakers of English for promoting their communicative competence.

Fifth item in the questionnaire was about whether the students spoke in English with their friends to promote their communicative ability. In response of it, only 20% of them were found to talk in English always, 17.5% of them sometimes speak, however equal number of respondents, i.e. 25% of them found to speak rarely and not at al. respectively. The data shows that learners were not found to speak in English with their friends in satisfactory way. Another strategy included in the questionnaire was whether learners used literal translation strategies while communicating with teacher and friends or not . While observing the responses on it, the majority of the students, i.e. 62.5% used literal translation strategy always, 20% of them rarely used it and 17.5% of them were never users. The data shows that learners were found to be used literal translation strategies as the strategy for promoting their communicative competence.

Seventh item in the questionnaire inquired whether the learners used approximate term in communication or not. Responding to this item, 55% of the respondents presented them as the always users of approximate term in communication, 25% as the rarely users, 12.5% were never users and very little numbers of the respondents, i.e. 7.5% were the sometimes users. It means, the majority of students were found to use approximate term in communication as strategies for promoting communicative competence.

The next item administered to them was whether they took part in debate contest or not to promote their speaking ability or not. Responding the item, 32.5% of them were found as the always user, 30% of them were found as sometimes user, 25% of them rarely used it and 12.5% of them were found as never took part in such contest. The data shows that most of the students did not take part in debate contest to promote their speaking ability.

Similarly, whether they spoke in English with their teacher or not was asked to them in another item. Only 22.5% of them accepted that they were found to speak in English with teacher always. However, 40% of them found as rarely speak in English with teachers 27.5% of them sometimes speak and 12.5% of

them never spoke in English with their teacher. From the analysis, it becomes clear that only a few of them used to speak in English with their teacher and many of them did not speak.

The tenth 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. 55% of them found to use appeal for assistance strategy always, 20% of them found to use it rarely. 17.5% of them found to use it sometimes and only 7.5% of them never used appeal for assistance strategy when target language item is not known to them. Including the voice of majority, it is found that students used appeal for assistance strategy in order to promote their communicative competence.

Another item in the questionnaire was about whether they learned teacher's communication through his/her paralinguistic features or not. The data in the table shows that only 42.5% of them always learned teacher's communication through his/her paralinguistic features. In contrast to it, 25% of them never learned, 20% of them rarely learned and 12.5% of them sometimes learned teacher's communication through his/her paralinguistic features. It means, learning through the paralinguistic features of teacher is not found as an effective strategy to promote communicative competence for them.

The next item was about using language for socialization to talk with a native speaker for better communication. The data in the table above presents that 37.5% of them never talked with a native speaker for their better communication. However 25% of them were found to used it always 20% of them rarely used it and 15% of them were the sometimes users of the item. From the analysis, it can be said that many of them did not use language for socialization to talk with a native speaker for better communication.

Whether learners learned through exploring cultural and social norms as their strategy for promoting communicative competence was asked in item number thirteen. Responding to this item, a good majority, i.e. 55% of them were found

as rarely learned through exploring cultured and social norms, 17.5% of them sometimes learned through it, 15% of them never learned and only 12.5% of them were found as always learned through it. It becomes clear that most of the learners were not found to learn through exploring cultural and social norms.

Another item in the questionnaire was about whether taking part in a dialogue plays an important role in developing communicative competence to the students or not. The data in the above table shows that majority of the students, i.e. 62.5% of them always believed that taking part in a dialogue plays an important role in developing communicative competence. In contrast, 15% of them sometimes believed on it. 12.5% of them never believed and only 10% of them rarely believed on it. It means for the majority, taking part in a dialogue was found as a strategy for promoting communicative competence.

Item number fifteen 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 45% of the respondents responded as always user. In contrast, 17.5% of them were found sometimes user and the similar result was found on never user and 20% of them were presented as the rare users of the item. From this data, it can be concluded that many of the students learned with active thinking to overcome their communicative hurdles.

The item sixteen in the questionnaire was about learning by gathering and organizing materials. The data in the table shows that half of the respondent, i.e. 50% always used the strategy learning by gathering and organizing materials. In the same way, 32.5% of the respondents responded sometimes used it and 17.5% of the respondents never learned by gathering and organizing materials, however no one was found as the rare user of this strategy. From the data, it can be said that gathering and organizing materials was one of the strategy for promoting communicative competence to the learners.

Whether the learners preferred to do speaking practice through teacher's imitation or not was asked in item number seventeen to the respondents. After

collecting the data it was found that 40% of the respondents always preferred to do speaking practice through teacher's imitation, 20% of them rarely preferred, 30% of them never preferred it and only 10% of them sometimes preferred it. In conclusion, it can be said that many of the students were found to be preferred to do speaking practice through teacher's imitation.

Another 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. 62.5% were found the always users of avoidance strategy, 17.5% were rarely used this strategy. Including the responses of the majority, avoidance strategies for unknown item or structure. It is found as one of the learners' strategy for promoting their communicative competence. Using non verbal strategies like gesture, posture, mime, etc to make communication effective was included as an item in the questionnaire. While responding to this item, 50% of the respondents were found as the never users of non-verbal strategies to make communication effective. Similarly, 25% of them used it rarely and only 25% of the respondents were found as using non-verbal strategies always. From the analysis, now it becomes clear that this strategy did not help the learners for promoting their communicative competence.

Another item in the questionnaire was asked to identify whether the student learned through playing games like puzzles, scrabbles or not. The data in the table shows that 45% of them always learned through playing games, 20% of them rarely learned through it and equal number of respondents, i.e. 17.5% of them were sometimes and never users of this strategy. From the analysis, it also becomes clear that many of the students were found to use playing games like puzzles as a strategy to promote their communication.

Next item in the questionnaire was asked to find out whether the learners learn inside and outside the classroom or not. 55% of the learners responded as a always user of this strategy. 17.5% of them as sometimes user and 12.5% of them as rarely user. From this analysis it can be said that learning inside

and outside the classroom helps to promote learners' communicative competence.

Next item in the questionnaire was asked to find out whether they used contextual cues to develop their comprehension or not . From the study, it was found that 45.6% of the students used contextual cues always, 7.5% of them used rarely, 22.5% were the sometimes users of contextual cues and 25% of them were never users of contextual cues for developing comprehension. It shows that many of the students were not familiar about the contextual cues in communication as a strategy to promote their communication.

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. 70% of them were found to use this strategy always. In contrast, 17.5% of them were sometimes users and 12.5% were the rare users. However, no one was found as the never user of repetition and memorization strategies to know the meaning of difficult words. From the analysis, it can be concluded that repetition and memorization strategies were found as important strategy to promote communicative competence to the learners.

Whether the students tried to find their own way, taking charge of others learning to develop communicative skills was the concern of item twenty four in the questionnaire. While responding to this item, 45% of the students were found to use this strategy always, 25% of them were found as the never users of the strategy, 17.5% of them were the sometimes users and no one presented themselves as the rare users. From this data, it can be said that this strategy helps to promote students ' communicative competence.

Another item included in the questionnaire was about whether the students solved the problems in listening and speaking with the help of the teacher or not. Responding to this item, 62.5% of them presented themselves that they always solved the problems in listening and speaking with the help of the teachers. In contrast, 17.5% of them sometimes solved 12.5% of them never

solved and only 7.5% rarely solved the problems with the help of the teachers. Taking reference of the majorities responses, solving problems in listening and speaking with the help of teacher was found another strategy to promote communicative competence. The final item in the list of closed ended items was about whether the students fully depended upon textbook for learning or not. Taking evidence from their responses 37.5% of them were found as never depended upon textbook. However, 17.5% of them rarely depended and equal number of them, i.e. 20% were found as always and sometimes depended learners in textbook. On the basis of this analysis, it can be said that depending fully upon textbook for learning was not the strategy of the students to promote their communicative competence.

4.1.2 Students' Preferable Activities to Promote Communicative Competence in the Classroom

In order to identify the student's preferable activities in the classroom to promote their communicative competence at first the selected students were asked 'What kinds of activities do you prefer in the classroom to develop communicative competence' through using open ended question. In response of this question, students preferred to use communicative activities, speaking activities and group discussion activities most. After synthesizing their views, it found that they preferred role play, describing things, taking part in dialogue, working in pair and group and be co-operating and collaborating each other in the classroom to develop communicative competence.

4.1.3 Learners' Belief on the Role of Rote Learning to Promote Communicative Competence

The selected students were asked about their believe in rote learning and its helps in the students real life communication through open ended question. After the study of their written response, most of the students were found that they did not believe in rote learning. To justify it, they told that the rote learning is simply for relation and for structured speech. It does not help in

students expressive abilities. According to them, the real life communication of students is hindered by rote learning. They also suggested that teachers should avoid rote learning and encourage the learners to be expressive and creative. According to them, for promoting communicative competence of the learners teacher should discourage the rote learning. For example, here is an extract of the learner, 'I don't believe on rote learning. I believe in the understanding of context and doing so accordingly 'I don't think as rote learning helps the students in real life communication'. This instance justifies that rote learning is not a proper strategy to promote communicative competence of the students.

4.1.3.1 Use of Target Language in the Classroom

In order to identify the communicative strategies to be used in the classroom for promoting communicative competence the students were asked to respond the question 'what is your opinion regarding the use of only target language in the classroom? Does this help in effective communication or you prefer to use native language?' after observing the responses of the attitudes to the use of target language in the classroom, they said that learners native language should also be used necessarily because mother tongue facilitates the learners to understand and speak easily in the classroom. Being specific to the role of target language in effective communication, the students opined that it depends upon the use of target language from the side of both teachers and students. However almost of them were found to be preferred to use native language in the classroom. It becomes clear with the response of one of the respondent as our classroom has no restriction to the native language. Both the teacher and students use English and Nepali language in the classroom. I prefer to both of the language necessarily in the classroom because CLT permits to the use of language in the classroom.

Concluding the voices of the students, it is found that only target language cannot help to promote communicative competence of the learners, if they are exposed with both L1 and L2 in the classroom, then they can communicate effectively and appropriately.

4.1.3.2 Aspects to be Emphasized for Promoting Communicative Skills

The students were also asked a question to get their responses on 'which aspects do they emphasize either meaning or form'. The teachers responded quite differently. Some of them emphasized on both form and meaning, however many of them were presented themselves to be emphasized meaning aspect than that of the form. According to their response, though meaning should be paramount in communicative language teaching, some sort of awareness should be provided on forms to the learners. One of the responded as 'I would like to focus on meaning than form. Forms are required to express correctly but meaning is required to understand and behave in the context of use. So meaning aspect of communicative skill should be emphasized in my view. The given statement clarifies that the students emphasized meaning aspect more than the form, however they did not decline the role of form for promoting learners' communicative competence.

4.1.3.3 Use of Computer in Learning Communicative Aspects

The students were also asked a question about computer and its use as a device in learning communicative aspects. To identify their views on this case, they were asked as 'Do you think computer is useful modern device to learn communicative aspects of language?' While responding to this item, student presented themselves as indifferent to the use of computer. They did not absolutely agree that computer helps to learn communicative aspects of language. Rather they preferred to use video clips, films, audio recordings, documentary, etc to assist the communications. For them, computer is not easy access to the students. Neither teacher used in the class nor students use computer to learn communicative aspects of language. It can be supported by one of the respondent's response, 'For learning communicative aspects? How can they promote communication through it? I think video clips, films and audio recordings are helpful to learn communicative aspects of language. It means, from this study, the students were not found to be used computer in their classroom as a device to learn communicative aspects of language.

4.1.3.4 The Preferable Teaching Method to Develop Communicative Competence

Next item in the open ended questionnaire was asked as 'What kinds of teaching method do you prefer to develop communicative competence? Why?' While responding to this item almost all the respondents responded that they prefer students centered teaching method as communicative method, TBLT method, TPR method and interactive methods. As a reason of doing so, they responded that when learners get more opportunity to speak, they speak more and when they speak more, they become able to use language competently. According to their views, learner centered method prioritize learners communication, their activeness and inquiry of learning through interaction. As those methods allow more time and space for speech to the learners, they preferred to use student centered methods. This shows that students were found to use learner centered strategies to promote their communication.

4.1.3.5 Importance of Students' Participation in the Classroom

The selected students for the study were asked another question as 'Do you think it is essential to have student's participation in the classroom for developing communicative skills? After the analysis and interpretation of the written responses of them, almost all the informants thought it is essential for developing communicative competence. The logic behind the essentiality of students participation was as students participation results the good classroom learning. When learners took part in class discussion, they tried to speak with that effort they can develop communicative skills. Without the participation of students, the class cannot be communicative class in its true sense. We can support it from a response of a student as Students must participate and involve in classroom communication, their participation leads them to create something in the classroom, avoid hesitation, increase interactional skills and so on. On the basis of the responses responded by the students, it can be concluded that learner should be participated in the classroom and involve the participation of

many learners in developing communicative skills equally to develop their communicative competence.

4.1.3.6 Taking Risk in Learning as a Strategy

Generally, teachers and students have to take some sort of risk in language teaching and learning . Risk taking develops confidence, commitment and expressiveness in the students. To validate whether risk taking is a strategy for developing communicative competence or not, the question, Do you want to take risks while learning or not? Why? was asked to them. Responding on it, the students viewed that they sometimes wanted to take risks in teaching and learning which enabled them to encounter the learning challenges and issues. However, some of the respondents were found to be unknown about risk taking. Instead many of them wanted to take risk. One of the students responded it as 'I don't hesitate to speak, read and write .Whenever I do mistake, I asked to my fellow learners to assist and I haven't afraid yet for committing mistake in my learning and teaching. This shows that the students wanted to take risk in their learning for promoting their communicative competence.

4.2 Summary of the Findings

The present study was about the 'strategies for promoting communicative competence' which aimed at finding out the communicative strategies employed by the class XII learners for promoting communicative competence. After the systematic analysis and interpretation of the data, I came up with the following summary of the findings:

-) Nearly, 65% of the students were found to be using reduction strategies when they were not familiar with the target language in their communication.
-) The literal translation strategies were found to be used by a great number of the learners while communicating with teachers and friends.

-) Only a few of the learners were found to listen to English news broadcasted by radio and listen to recorded materials by the native speakers of English as the strategies for communication.
-) A good majority of the students, i.e. 80% of them were found to be cooperative and collaborative to each other in their learning, it means, cooperation and collaboration was found as a major strategies for promoting communicative competence.
-) Similarly, a considerable number of students were found to use approximate term in communication, taking part in debate contests, use appeal for assistance strategy and use language for socialization for better communication in English. Around 55% of the respondents were found to be using those strategies always in their communication.
-) Learners were found to speak in English with friends and with English teachers, learning teachers communication through his/her paralinguistic features and learn through exploring cultural and social norms, as the strategies for promoting communication to the lesser degree of satisfaction. It means, the students below 50% in total were found to use those strategies.
-) Similarly, good majority of the students used the techniques or strategies like taking part in a dialogue frequently learning with active thinking to overcome communicative hurdles, learning by gathering and organizing materials, using avoidance strategies when TL item is not known, learning by playing the game and using contextual cues to the great extent for promoting their communicative skills.
-) In the same way, doing speaking practice through teachers imitation, using non verbal strategies to make communication effective, learning both inside and outside the classroom, and being fully dependent upon textbook were found the less prior strategies of them for better communication.
-) The most striking finding of this study was that most of the students were found to be used repetition and memorization strategies to know

the meaning of difficult words, solving listening and speaking with the help of the teachers and trying to find their own way to develop communicative skills as the most pleasing strategies for promoting their communicative competence.

) From the teachers' point of view, they preferred role play, pair and group work, describing things and taking part in dialogue like activities in the classroom, they did not believe on the rote learning as a way of developing real life communication and they accepted the use of both target language and mother tongue considerably in their classroom for effective communication.

) Similarly, they emphasized on meaning and form, both for promoting communication skill, they preferred student centered methods and they regarded student's participation in the classroom as the must aspect to do for better communication. However using computer and taking risk while teaching and learning were not found as more amiable ways for promoting communication to them.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Language learning strategies have been receiving ever growing attention in the areas of foreign language teaching and learning. The communicative language teaching (CLT) 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 promote 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 and teacher for better communicative 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, gathering and organizing materials for study 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 both learners and teachers preferred communicative strategies like playing role, describing things, taking part in a dialogue, working in pair and group, focusing on meaning and function than the forms, using most appealing strategies for promoting their communicative

competence. However, they were found relatively poor in listening English news, recording materials by the native speakers, speaking in English with friends, learning through paralinguistic features 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, reduction 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.

This study is subsumed under five different chapters. The very first chapter introduces the core concern of the study including its background of the study, statement of the problem, objectives, research questions, significance of the study, delimitation of the study and definition of the key terms. The second chapter reviews the existing theories, beliefs, assumptions and further elaboration of the things related to the topic of this study. The supporting empirical literature is also reviewed on that section. Similarly, the implication of the review and conceptual framework included in the chapter helped to complete the study in easier way. The third chapter presents an outline of the methodology followed to carry out the study. Survey design, purposive non random sampling procedure, using questionnaire as the tools and eliciting data from students and teachers were the core aspect of methodology. In the fourth chapter the analysis and interpretation of data descriptively and quantitatively (to some extent) are presented. The summary of the findings included in this chapter fulfills the objectives as it was intended to achieve through the research. The final part of the study concludes the facts and recommends the policy makers, practitioners and further researcher for further improvements and applications.

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 students' 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 Recommendation

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, the pedagogical policies, course book, reference materials and learning activities should be prepared to address such objective. This study also found that communicative abilities help in promoting language learning so communicative activities should be preferred.
-) Though 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 promote communicative competence of the learners from the side of policy levels.

-) Syllabus, curriculum and supporting materials have to be designed targeting the communicative competence of the learners.
-) The students and teachers should be exposed with the new trends of teaching and learning to boost themselves communicatively.
-) 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 Recommendation

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:

-) The findings of the study shows that student centered activities and communicative methods of teaching and learning helps for promoting communicative competence of the learners, so the teacher and student should incorporate those activities and methods in their practices.
-) It was also found that learners preferred co-operation, repetition and memorization reduction and avoidance to suggest those strategies in their teaching. And thus, the learners can be suggested to follow those ways that they pleased must for their communication.
-) The teacher should allow the students to do the tasks in the group. Opportunity is one of the important part for promoting speaking ability. 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 Recommendation

Regarding the recommendations for further research, it is important that a large scale qualitative research should be carried out by learning maximum number of respondents. It is because one of the key limitations of this study was the sample size and the tools of data elicitation. The new researchers have to observe the actual class and explore the effective strategies for communication. Some other recommended actions related to further research are given below:

-) It is thought to be more relevant to carry out participant observation based 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's communicative competence.
-) Further researchers have to pressurize the concern authority to implement learner centered and communicative strategies in language teaching and learning.

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QUESTIONNAIRE

Dear informants,

This questionnaire is a part of my research study entitled **Strategies for Promoting Communicative Competence** under the supervision of **Mr.Khem Raj Joshi**, Teaching Assistant of the Department of English Education, T.U.,Kirtipur. Your co-operation in the completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Researcher

SantoshSubedi

T.U.,Kirtipur Kathmandu.

College:.....

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Name of informants:.....

Sex:.....

Age:.....

12. I use language for socialization to talk with a native speaker for better communication in English.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
13. I learn through exploring cultural and social norms.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
14. Taking part in a dialogue or conversation frequently plays an important role in developing students' communicative competence.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
15. I learn with active thinking to overcome communicative hurdles.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
16. I learn by gathering and organizing materials.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
17. I prefer to do speaking practice through teachers' imitation.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
18. I use avoidance strategies when TL item or structure is not known.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
19. I use nonverbal strategies like gesture, posture, mime etc. to make my communication effective.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
20. I learn by playing the game such as puzzles, scrabbles etc.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
21. I learn both inside and outside the classroom.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
22. I use contextual cues to develop my comprehension.
- | | | | |
|--------|-----------|--------|-------|
| Always | Sometimes | Rarely | Never |
|--------|-----------|--------|-------|
23. I use repetition and memorization strategies to know the meaning of difficult words.

Always Sometimes Rarely Never

24. I try to find my own way, taking charge of others learning to develop communicative skills.

Always Sometimes Rarely Never

25. I solve the problems in listening and speaking with the help of the teachers.

Always Sometimes Rarely Never

26. I fully depend upon textbook for learning.

Always Sometimes Rarely Never

Group 'B'

1. What kinds of activities do you prefer in the classroom, to develop communicative competence?

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2. Do you believe in rote learning? Does it help the students in real life communication?

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3. What is your opinion regarding the use of only target language in the classroom? Does this help in effective communication or you prefer to use native language?

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4. For promoting communication skill which aspects do you emphasize either meaning or form?

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5. Do you think computer is useful modern device to learn communicative aspects of language?

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6. What kinds of teaching methods do you prefer to develop communicative competence? Why?

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7. Do you think it is essential to have student's participation in the classroom for developing communicative skills?

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8. Do you want to take risk while learning or not? Why?

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