

CHAPTER ONE

INTRODUCTION

This is the study on **Communication Strategies Used by English Learners of Sanskrit School**. This chapter 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 the major and most widely used means of human communication. According to Widdowson (1971, p.3), “language is a system of arbitrary, vocal symbols which permit all people in a given culture or other people who have learned the system of that culture, to communicate or to interact”. It is a meansto transmit and interchange ideas, feelings, wants. Similarly, Thomason (2001) says:

Language, communication among human beings that is characterized by the use of arbitrary spoken or written symbols with agreed-upon meanings. More broadly, language may be defined as communication in general; it is regarded by some linguists as a form of knowledge, that is, of thought or cognition.

It means, language can also be taken as a social phenomenon that is used in our society to establish good relationship among the people. Therefore, it is the center of human life and it is used for various purposes such as academic, official, personal and so on. In this regard, Jespersen (1994, p.4) says “language is not an end in itself... it is a way connection between souls, a means of communication.” So, it is the only means for expressing emotions, feelings, ideas and perspectives of human beings.

Thus, language is more than the apparently simple stream of sound that flows from the tongue of the speaker. The English language has been accepted as the language of international communication. There are different means of communication. Among them language is the most widely used and effective means of communication. Language is a conventional, traditional or social institution. It is something that is established in the society. Language is handed over from generation to generation. So, it is social institution. Language is conservative by nature, i.e. it does not change rapidly. It is a complex system of communication with various levels of complexity involving intricate selection and ordering of meaning, sound, and larger units of arrangements in a community. The fact that languages differ from each other is accepted as a normal state of affairs and when the speakers of one community wish to communicate with those of another they usually study their language or find someone who knows it. According to Crystal (2003, p.225), "a particular variety or level of speech and writing may be referred to as language and this is related to the sociolinguistics or stylistics." Therefore, language is the only medium to connect people in the world. All human beings have their own native languages to speak within same language group. This is the period of globalization, so the people of all over the world need to be linked with each other. Language is a special nature's gift for the human beings. Therefore, it is essential but also inevitable for a human being to get mastery over a language to survive in the society.

Among the languages spoken in the world, English has been recognized as a widely used language for global communication, and it has played a great role for international trade, technology, entertainment and other aspects of social life. It is one of the six official languages of UN and plays a vital role in an international arena. According to Harmer (2007), "English has so spreaded that it is often called the Global Language' or 'World Language". It belongs to the Indo-European family of language and innumerable books, journals, magazines, periodicals and articles are written in English all over the world. Now, it is

taught as a second or foreign language in many countries of the world. It is also taught as a foreign and second language in our country.

Learners use various strategies in learning a language or communicating with each other. Similarly, teachers teach them by the application of learners' strategies as well. In this regard, Kumara vadivelu (2006) says "teacher and students should be both strategic planners and practitioners. So, they have to use different communicative strategies". Thus, communication strategies are used by the speakers intentionally and consciously in order to cope with difficulties in communicating in target language.

1.2 Statement of the Problem

English language is taken as a foreign language in Nepalese context. Nepal falls within the expanding circle as divided by Kachru(1983). According to him, expanding circle includes the countries, where English is used as a foreign language. English is now widely spread around each corner of the world because it is an international contact language i.e. linguafranca which connects the people from different backgrounds. The need of English communication is the need of this era to every person and especially to young generation.

Speakers plan their actions for communication to make the healthy social relation. Students need the strategies of communication in English to be touched with the global village of information and technology.

I was interested to study on this topic because if we know the learners' learning 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' communication strategies that develop their communicative language ability to communicate in English. I selected Sanskrit school's students to find out their communicative language ability because there is not included sufficient course of English.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i) To find out the communication strategies used by the learners of Sanskrit school to learn skills and vocabulary and
- ii) To suggest some pedagogical implications.

1.4 Research Questions

The research question of this study was as follow:

- i) What are the communication strategies used by the learners of Sanskrit school to develop good communication ability in language skills and vocabulary?

1.5 Significance of the Study

This study was significant to the students who are studying English in Sanskrit school. It is helpful for the teachers to suggest their students to use the effective learning strategies. Many learners are observed not to take part in effective communication because of lack of knowledge of communication strategies. From this point of view, this research has pedagogical importance. Additionally, the study is to be expected and significant for the students, teachers, textbook writers, syllabus designers, education policy makers, parents and other individuals who are directly or indirectly involved in English language teaching and particularly those who are associated with the Sanskrit schools.

Teachers have significant position in learning the language. It is enormously relevant to find out the types of communication strategies used in teaching learning process. Thus, it has great importance to make the teaching learning process more effective. This research work is to be helpful to maintain the

teaching learning situation in the classroom. Besides, this work is a resource for supplementary research in communication strategies.

1.6. Delimitations of the Study

The population of the study included the Grade 10 students of Sanskrit schools of Kathmandu valley. The study included the thirty students of two different Sanskrit schools. Similarly, the data collection was done through the use of questionnaire and classroom observation checklist. This research study was limited to the communication strategies in learning English by the students of Sanskrit schools. It was confined to the communication strategies related to skills and vocabulary aspect of English language. Simple random sampling procedure was used to select the respondents and non-random purposive sampling procedure was used to select the schools.

1.7. Operational Definition of the Key Terms

Some of the key terms related to this study are defined as follow:

Strategy: Strategies are tactics for controlling the arrangement of language sequence performing various activities. Here, in this research, the conscious attempt made by the learners to learn English language in Sanskrit schools.

Communication Strategies: Plans and practices to overcome from the problems of communication breakdown are communication strategies. In the context of this study, taxonomy given by Brown(1994) refers to communication strategies. For example, mime, avoidance, approximation, circumlocution and so on. In my study, it refers to make communication successful by overcoming the potential problems of English language.

Sanskrit School: Government aided school where Sanskrit language is taught and learnt along with English and Nepali languages. Here, Sanskrit school means two schools of Kathmandu valley namely, Nepal Ved Vidhyashram Sanskrit Secondary School, Gaushala and Sanskrit Secondary School, Ranipokhari.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the theoretical knowledge related to the study. Similarly, it presents a glimpse of previous studies related to this study. Then, I presented implications of the study for the conceptual framework.

2.1 Review of Related Theoretical Literature

This sub-chapter presents the various theoretical perspectives related to communication strategies.

2.1.1 Second Language Acquisition and Learning

Language acquisition and language learning are controversial terms in psychology of learning although they are the ways of development in a level of skill and intelligence in language. Mitchell and Myles (2004, p.5) define it as “the learning of any language, to any level, provided only that the learning of the ‘second’ language takes place sometime later than the acquisition of the first language.” It is usually considered that the way of developing ability in the first language is different from the way we develop skills in a foreign language. Simply, it is generally believed that first language is acquired and second language is learned. Likewise, Krashen (1982, p.10) says, “the process of learning another language after the basics of the first have been acquired.” Acquisition is the process of natural assimilation involving intuition and subconscious learning, which is the product of real interaction between people where the learner is an active participation. Learning is the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or tutored setting. Second language acquisition refers to the process of acquiring the language which is other than the first language. Gass and Selinker (2009) say:

In general, SLA refers to the process of learning another language after the native language has been learned. Something the term refers to the learning of a third, fourth language. The important aspect is that SLA refers to the learning of non-native language after the learning of the native language. Second language acquisition is the cover term which includes any language that a person acquires after his/ her mother tongue. It can be second, third, fourth or more than fourth language (p.7).

Second language is not a uniform and predictable phenomenon. There is no single way in which learners acquire knowledge of second language. It is the product of many factors pertaining to the learner on the one hand and the learning situation on the other hand. It is important therefore, to start by recognizing the complexity and diversity that result from the interaction of those two sets of factors. Different learners in different situations learn second language in different ways. Second language learning refers to all the aspects of language that the language learner needs to master. Thus, second language learning is the process of learning another language on the basis of the first language.

Yule (1985, p.191) states that the term “acquisition is the gradual development of ability in a language by using it in communicative situation and learning applies to a conscious process of accumulating knowledge of vocabulary and grammar of a language.” Language acquisition is the development of ability in a language by using it in communicative situation. It is a conscious process of accumulating knowledge and grammar of a language.

Krashen (1983, as cited in Ellis, 1986) says:

Acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. Learning occurs as a

result of conscious study of the formal properties of the language. In storage, acquired knowledge is located in the left hemisphere of the brain in most users in the language areas; it is available for automatic processing. Learnt knowledge is meta-linguistic in nature. It is also stored in the left hemisphere, but necessarily in the language areas, it is available only for controlled processing (p.261).

From the above definition, language acquisition occurs as a result of conscious study of the formal properties of the language. Language acquisition occurs sub-consciously as a result of participating in natural communication where the focus is on meaning. Thus, acquired and learnt knowledge are stored separately.

Similarly, Wilkins (1972) writes that the term acquisition is used for the process where language is acquired, as a result of natural and largely random exposure to language, the term learning where the exposure is structured through language teaching; in first language acquisition a child forms their hypothesis and develops their grammar from random samples of language without the help of teacher. On the contrary, in second language learning they are exposed to selected samples of language and helped to hypothesis by a teacher. In the same way, Ellis (1986) presents:

Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different process. The term acquisition is used to refer to picking up a second language through exposure, whereas the term learning is used to refer to the conscious study of a second language (p.6).

Moreover, he adds that he uses acquisition and learning interchangeably, irrespective of whether conscious or subconscious processes are involved.

2.1.2 Communication

Communication is the process of exchanging feelings, thoughts and ideas from one person or place to another person or place. The history of communication cannot be separated from human history. It is the primary need to transfer thoughts, beliefs and ideas forever to make human being sociable. Crystal (2003, p.103) defines communication as, “the transmission and reception of information between a source and receiver using a signally system”. He means that, communication is a symbolic system to send or receive a message.

Human beings cannot remain without sharing the feelings and concepts to others because they need to share their feelings with their interlocutors. If they do not share the ideas and feelings or what is inside their minds, the unshared feelings make human being untouched and far from the interlocutors. So, we need communication to pass out the things which are existed in our mind to be touched and near to our interlocutors. Similarly, Stone (2006, as cited in Subedi, 2011, p.3) defines communication as “a two-way process by which one person simulates meaning in the mind of another person through verbal and non-verbal messages. It is an ongoing, dynamic process and not only a one-way transmission”. So, we can say that it is a two-way process between sender and receiver. They share the meaning through communication and it may be verbal or non-verbal in nature.

Thus, communication is a learned skill. However, while most people are born with the physical ability to talk, not all can communicate well unless they make special effort to develop and refine this skill further.

2.1.3 Language Learning Strategies

Teaching cannot be defined apart from learning. “Learning is the acquiring/ getting the knowledge of subject or skill by study, experience or

instruction”(Brown, 1994, p.7). It is a relatively permanent change in a behavioural tendency and is the result of reinforce practice. Learning is acquisition or getting information or skills by retention which involves active, conscious focus on and acting upon events out or inside the organism and relatively permanent but subject to forgetting.

Language learning strategies are the efforts to learn something about language. Strategies are the behaviors or actions which the learners use to make language learning more successful and easy. According to Brown (1994, p.104),“strategies are specific methods of approaching a problem of task modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized “battle plans” that might vary from moment to moment or day to day or year to year”. Similarly,Chamot (1987, as cited in Rawal and Joshi, 2014, p. 214), “learning strategies are techniques, approaches or deliberate actions that the students take in order to master new information about the target language”. Learning strategies are concerned with the learner’s attempts to master new information about the target language. Learning strategies are more or less deliberate approaches to learning.

Moreover, O’Mally and Chamot (1990, as cited in Rawal and Joshi, 2014, p. 214), say that language learning strategies are the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information.

In the same way, Wenden (1987, p. 6-8) writes that learner strategy is language learning behaviors that learners consciously employ in the language learning process. So, language strategies are contributory factors for the progress of language system adopted by the learners. Similarly, Ellis (1986) defines strategies as “plans for controlling the order in which a sequence of operations is to be performed.” Thus, strategies are tactics for controlling the arrangement of language sequence performing various activities.

Similarly, Cohen (1998, as quoted in Gass and Selinker, 2009, p. 439) defines language learning strategies as “those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or a foreign language, through the storage, retention, recall and application of information about that language”. Thus, language learning strategies are the processes chosen by the learners to result their good learning language through various means.

2.1.4 Importance of Language Learning Strategies

Learning strategies play a crucial role in second language development. A second language learner develops four language skills effectively through the use of monitoring and elaborating. All the learners use learning strategies to reflect their general stage of second language. Ellis (1986, p.167) points out that the strategies are as varied as memorization, overgeneralization, inference and prefabricated patterns have all been treated under the general heading of learning strategies. Thus, strategies are different operations consciously chosen by the learners and are involved in language processing. The learning of both form and meaning at once is regarded as successful learning. The successful second language learners use learning strategies more frequently and qualitatively than who are less successful. Learning strategies facilitate students to become more aware of their own learning strategy. Learning strategies contribute to different aspects of second language proficiency. Therefore, the second language learners need to select those strategies that are appropriate for performing a particular language task.

A learner may become so skillful in making up for lack of linguistic knowledge by the use of learning strategies that the need for hypothesis formation or testing is obviated. Second language learners enhance both lexical and grammatical development through strategy development. For this, students are to be adopted a variety of learning strategies such as applying prior knowledge, scanning for specific information, organizing information. They are getting meaning from

context, keeping vocabulary note book, using outside resources, libraries, translating and restructuring. These strategies facilitate the learners to be conscious of their own learning strategies. Moreover, Cohen (1998, p.4) writes “learning strategies are as the learning process which is consciously selected by the learners.” So, learning strategies are as the learning process which is selected by the students in their communication. Similarly, the importance of communication strategies can be indicated by the following points:

- a) Making communication efficient.
- b) Bridging the relationship between the teacher and students in course of communication.
- c) Making students active and enabling them in taking part in communication.
- d) Making communication understandable.
- e) Compensating the gap of communication while taking part in it.
- f) Making teaching and learning lively and effective.
- g) Making students encouraged to take risks and to use communication strategies.
- h) To continue the communication.
- i) To encourage the learners to speak.
- j) It increases the co-operation between learners and teachers.

The above points present that communication strategies are very much important. In our context, communication strategies are beneficial to make the students to continue and encourage their communication. If students have the required knowledge of communication strategies they can use them in appropriate way. Students have the proper knowledge of communication strategies they can be touched in the world literature and the whole information technology. Moreover, the learners themselves select the strategies to learn the second language as per their needs, interests, attitude and some other emotional status of the mind. It is the learner who selects appropriate learning strategies to learn a particular language in second language and the learning strategies to determine the second language proficiency of any learner. So, strategies are

those specific attacks that the learners make on a given problem to foster their learning easier, faster, more effective, enjoyable and influential.

2.1.5 Communication Strategies and Their Types

There is not a single and most crucial strategy of communication. Within the taxonomies of language learning strategy, one of the most common categories is communication strategies. The term communication strategy is coined by Selinker(1972, p.229). Various scholars have investigated different types of strategies but they are overlapped with each others. No single strategy is sufficient to overcome the communication problems. Communication strategy has been defined differently by various scholars.

According to Eills(1986, p.128), “communication strategies are psycholinguistic plans which exist as part of the language user’s communicative competence. They are potentially conscious and serve as substitutes for production plans which the learner is unable to implement”. Communication strategies are problem oriented though they are employed by native speakers as well as by L2 learners. Similarly, Tarone (as cited in Eills 1986, p.181) defines communication strategies as “the learners’ contribution to the interactional work required overcoming a communication problem.” Communication strategies are used by L2 learners and native speaker when they are faced with a production problem.

Moreover, Eills(1986, p.181) has classified communication strategies as part of a particular kind of plan which is activated when the initial plan cannot be carried out. Communication strategies differ from learning strategies in that the problem arises as a result of attempts to perform in the L2, and the strategies are needed to meet a pressing communicative need. If learning strategies are the long term solution to problem, communication strategies provide the short term answer.

Communication strategies are the strategies that learners employ when their communication competence in the language being learned is insufficient. Learners use communication strategies to offset any inadequacies they may have in grammatical ability and particularly, vocabulary. Communication strategies are used by the speakers intentionally and consciously in order to cope with difficulties in communicating in target language. Communication strategies aid learners with participating in and maintaining conversation and in improving the quality in communication. This, in turn enables them to have increased exposure and opportunities to use the second language, leading to more chances to test their assumption about the second language and to receive feedback. There are many communication strategies recommended by Tarone (1980, as cited in Cook, 2008, pp. 120-121), Faerch and Kasper (1984, as cited in Cook, 2008, pp. 107-109) and O'Mally and Chamot (1990, as quoted in Rawal and Joshi, 2014, p.217). The major strategies from all these works have been summarized as below:.

a) Focused Strategy:

It is a kind of strategy in which the learner purposefully alerts to gain skills.

b) Non- verbal Strategy:

Non-verbal strategy denotes the use of gestures, mime, and body movement in place of lexical items or actions.

For example: Clapping hands to indicate applause. Tarone (1980, as cited in Cook, 2008, p. 107) reports that her daughter succeeded in getting some candles in a shop in France by singing 'Happy Birthday' in English and miming blowing out candles.

c) Recitation Strategy:

It is the direct teacher-centered approach in which the teacher asks specific short answer questions with the specific answer in mind. It helps to the students to recite and memorize about the text better.

d) Note-taking Strategy:

In Note-taking strategy the learner writes down the main idea, important points, outline, or summary of information presented orally or writing. It is the practice of recording information captured from another source. This strategy is short and helpful, especially when a teacher and learners may need to read the notes.

e) Copying Strategy:

It refers to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce or minimize stressful events. It is often combined with fax machine strategy to produce multiple copies of enemies, which cannot be accessed normally.

f) Repetition Strategy:

Repetition strategy includes the imitating a language model, including overt practice and silent rehearsal. It is an act of repeating an action, performance, production or presentation.

For example: A: I haven't seen black pipe yet.

B: Pipe?

A: Water pipe.

g) Cooperation Strategy:

In Cooperation strategy the learner works with one or more peers to obtain feedback, pool information, or model a language activity. The students cooperate to each other while communicating.

h) Exemplification Strategy:

Exemplification strategy refers to the way of learning language through more than an example. It is the way in which speakers give an example rather than a general term, such as 'cars' for 'transport', that is shifted down the level.

i) Translation Strategy:

Translation strategy means using the first language as a base for understanding and/or producing the second language. This is an act of rendering the sense or equivalent of a word, an expression, or an entire work from one language to another language.

For example: A German speaking student says 'Make the door shut' rather than 'shut the door'.

j) Imitation Strategy:

In Imitation strategy the learner imitates the language either orally or written. It improves the odds of learners and imitators need to understand true imitation to develop the capabilities that enable its effective use. They try to imitate others' speech actively.

k) Contextualization Strategy:

It is designed to link the learning of basic skills and academic or occupational content by focusing teaching and learning directly on concrete application in a specific context that is of interest to the students.

l) Guessing Strategy:

In Guessing strategy, the learner begins to guess about the concept. This is the way of telling something during conversation so that it may work.

For example:

Teacher: What do you mean by culture shock?

Student: Umm.....it means fear of new culture.

m) Synonymous and Antonymous Strategy:

Synonym and Antonym strategy the learner uses synonym and antonym to learn the language item especially vocabulary. The sense relationship between two words having same or identical meaning is called synonym.

For example: Sufficient- Enough

Antonym is a sense relation of oppositeness in meaning and the two words having opposite meaning.

For example: Input- Output

n) Elaboration Strategy:

It is linking ideas contained in new information or integrating new ideas with known information. It is a strategy to help the learners remember meaningful information. This strategy deliberates act of expanding on an idea to process it more thoroughly. It is an oral language that allows students to listen carefully, to both the teachers and peers.

o) Questioning Strategy:

It is eliciting from a teacher or peer additional explanation, rephrasing or examples. It refers to engage all learners in the classroom in learning activities, ensuring everyone have the opportunity to participate in learning environment.

p) Paraphrasing Strategy:

It is a restatement of text, passage or work giving the meaning in another form.

For example: Child directed speech- Mother

q) Restructuring Strategy:

This is the way in which the speaker has another attempt at the same sentence, as in a learner struggling to find out the rare English word 'sibling': I have two- er- one sister and one brother'.

r) Predicting Strategy:

Making prediction is a strategy in which readers use information from a text and their own personal experiences to anticipate what they are about to read. A prediction is a statement about an uncertain event. It is often but not always based upon experience or knowledge there is no universal.

Above mentioned all communication strategies are used in this study as research tools. There are different types of strategies have been explained by various scholars. From those, I selected only the eighteen communication strategies to find out the learners ability in language skills and vocabulary by using those communication strategies. Thus, communication strategies those learners employ when their communication competence in the language being learned is insufficient. Learners use communication strategies to offset any inadequacies they may have in grammatical ability and particularly, vocabulary. Communication strategies are used by the speakers intentionally

and consciously in order to cope with difficulties in communicating in target language.

2.2 Review of Related Empirical Literature

Many research works have been conducted on learning strategies at the Department of English Education in Tribhuvan University. Some of the related studies are reviewed below.

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 used random sampling procedure to select the sample students and judgmental sampling to select the teachers. His sample size included 30 students and 10 teachers from three higher secondary schools of Udayapur district. 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.

Likewise, Poudel (2005) carried out a research on, “Learning Strategies Adopted by the Grade Ten Students”. His major objective was to find out the learning strategies adopted by the tenth grade students and to prepare for their examination. He used questionnaire to collect data in his research study. He selected forty students from two secondary schools of Taplejung district. He used non-random sampling procedure to select the students and school. He found that students come to school with preparation, the teachers mainly recommended text books and practice books while teaching English. Students read English texts mainly for preparing the exam.

Similarly, Thakur (2007) conducted a research on “Learning Strategies Used by Maithili Learners of English at Secondary Level”. His objective was to find out how Maithili learners of English learn English as their third language. A set

of close ended questionnaire was the research tool for his study. The sample of his study was 45 students from three secondary schools of Dhanusha district. He used random sampling procedure to select the students. He found that the learners used very few strategies to learn English language.

Moreover, Bista (2009) carried out a research on “Reading Strategies Employed by the Ninth Graders”. The main objective of her study was to find out reading strategies by the government aided school students. She used test items as research tools. Altogether 30 students were the sample of her research. She used random sampling procedure to select the students. She conducted research in three government schools of Jhapa district. She found that all students used guessing strategy, ask questions to themselves while reading, determining the important points and made notes for exam.

Next study was carried out by Chaudhary (2011) on “Learning Strategies used by the Class Toppers of Higher Secondary Education”. His objective of the study was to investigate the learning strategies by topper students. The survey design adopted as research design and questionnaire was used as data collection tool. Non-random and purposive sampling strategy and sixty students were used in the study. The finding was that the topper students adopt guessing strategies even they do not know the exact meaning. So that, they become more active in the classroom and teacher can identify their weakness so that the students can improve themselves.

Likewise, Ghimire (2013) conducted a research on “A Study on Students Communication Strategies in the Classroom”. Her main objective was to find out the strategies of communication by higher secondary level students. Survey research design was used in her study and questionnaire was used as the tool of data collection. Random sampling was the sampling strategy and fifty students from Ilam district were taken as the sample in the study. The major findings of her study were minimum number of students use synonym and maximum

students use asking question strategy in course of continuing communication and students used altogether twelve types of strategies in the classroom.

Bhattarai (2016) conducted research on “Strategies used by Class Twelve’s Learners for Developing Communicative Competence”. The objective of his study was to find out strategies employed by class twelve learners for developing communicative competence. He selected thirty students from one higher secondary school of Sankhuwasabha district. He used simple random sampling procedure to select the students and adopted the fishbowl draw method to select the sample size. He used close –ended questions to draw the data from the students. He found that the 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.

Though the above review works are related to strategies of the learners. The present study has focused mainly on communication strategies of learning English by the learners of Sanskrit school students. Sanskrit schools are different from the general community based schools in terms of its curriculum and medium of instruction.

Teaching of the Sanskrit language is the main emphasis of these schools although the English language is taught as a compulsory subject and optional subject respectively from class four. I have interest in this area to find out communication strategies of learning English and suggest some pedagogical implications to improve the English language learning to the students of Sanskrit schools so I have studied on this area.

2.3 Implications of the Review for the Study

The most important function of the review is to ensure researcher read widely around the subject area in which s/he is interested. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. I have reviewed different previous researches that are related to my research work to some extent. I have taken a lot of ideas and information about my study based on procedure, methodology, sources of data and tools. The review became essential to examine and evaluate what has been said before on the topic and what has not been said yet for finding new area for further research. The review of above literature has number of implications in my research.

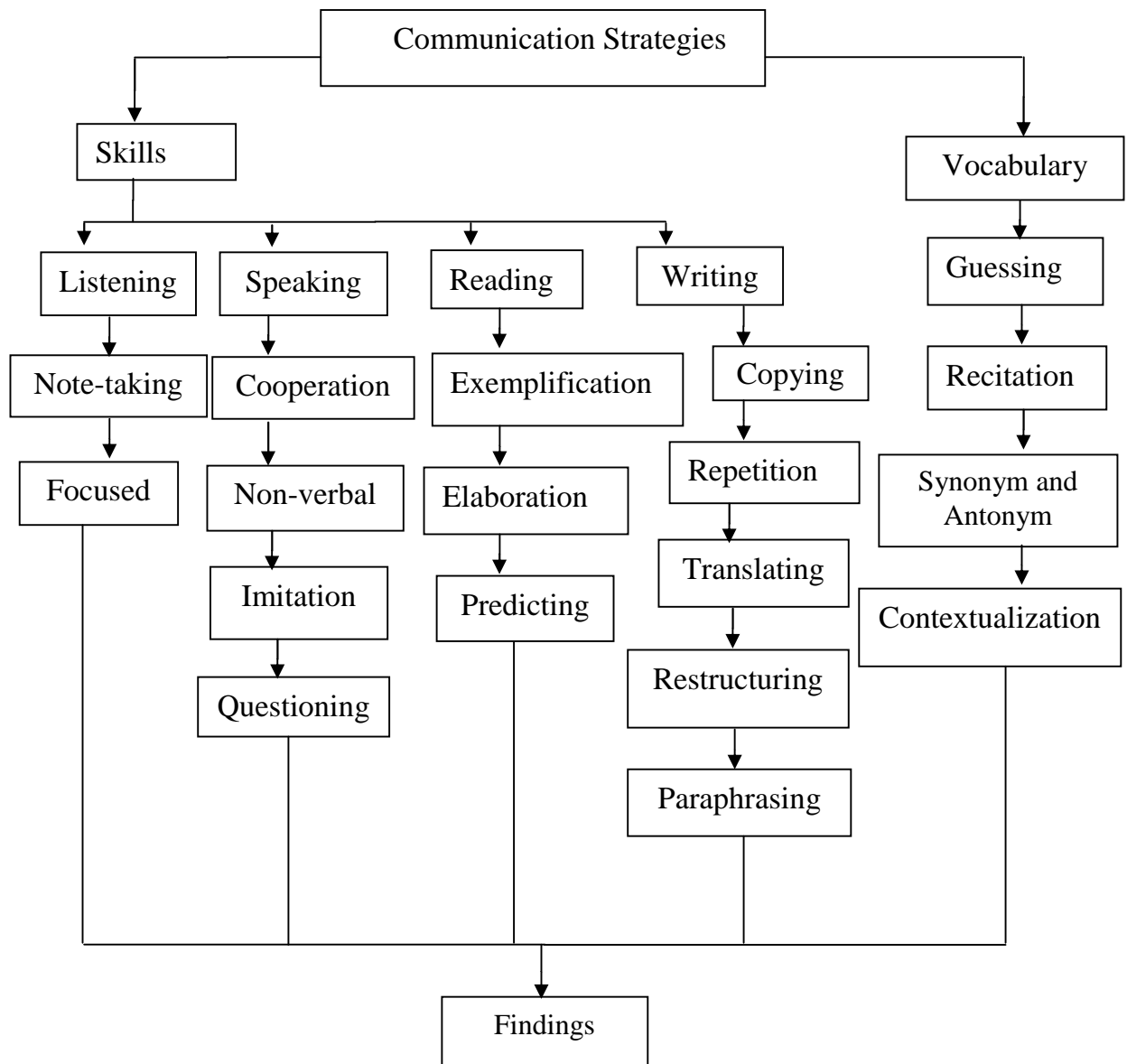
From the study of Devkota (2003) and Bista (2009), I got theoretical ideas to set out the background of my study that helped me to understand the subject area better and helped me to conceptualize research problems clearly.

Similarly, from the study of Thakur (2007) and Chaudhary (2011), I came to know the kinds of tools we should use for data collection. Likewise, the study of Bhattarai (2016) helped me to form the objectives and select the design of the study. Similarly, the study of Poudel (2005) and Ghimire (2013) helped me to determine the tools and interpret the results of the study.

These researches helped in my research of 'Communication Strategies Used by English Learners of Sanskrit School'. There are no research studies which have been carried out previously on this topic. Therefore, this research will be an attempt to find out the communication strategies used by English learners of Sanskrit school.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of the theories by the researches and his/her own conceptualization of the relationship between different variables. Thus, the present study is based on the following conceptual framework:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter consists the design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations of the study.

3.1 Design of the Study

Research is always based on the investigation and enquiry of the knowledge and information. According to Kumar (2009, p. 84), "a research design is a plan for structure and strategy of investigating so convinced as to obtain answer to the research question or problem". In this way, this research study is based on the survey research design in its procedure of the data collection and analysis. Survey is a very old technique used in research study. This is the most commonly used design in education sector of research. Survey research is different than experimental research and similar to the co- relational research design it because of survey research does not try to find out the cause and effect of variables and treatment. Likewise Cohen and Manion (1985, as quoted in Ojha and Bhandari, 2013, p. 201) "surveys are the most commonly used descriptive methods in educational research and may vary in scope from large-scale governmental investigations to small scale studies carried out by a single researcher". According to Kerlinger (1986, p. 202), "survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables". It is a kind of research which studies large number of population by selecting and studying sample chosen from the population. It discovers the relative incidence, distribution and interrelationship of social variables.

Similarly, to quote Nunan (1992, p. 141), the steps of survey research are as follow:

-) Identifying the problem.
-) Specifying objectives.
-) Constructing hypothesis
-) Expanding theoretical knowledge.
-) Writing research proposal and preparing research tools
-) Piloting the research tools.
-) Field visit.
-) Constructing the selected institutions and authorities to establish rapport with them.
-) Requesting the authorities for the permission to conduct research.
-) Requesting for the list of informants, if permission is granted.
-) Sampling the required numbers of informants.
-) Fixing the time for data collection.
-) Eliciting the required data.
-) Analysis, interpretation and presentation of data.

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

3.2 Population, Sample and Sampling Strategy

The total population of the study consisted all the students who are studying in Sanskrit Schools in secondary level of Kathmandu district. Altogether, thirty students were the respondents of this research. The respondents were from two Sanskrit schools of Kathmandu valley where fifteen students were selected from each of the school. I used simple random sampling procedure to select the respondents. It was a sampling technique where the samples were gathered in a process that gives all the individuals in the population equal chance of being

selected. I used non-random purposive sampling procedure to select the schools because there were limited schools in the district where Sanskrit is taught in Secondary level.

3.3 Research Tools

The tools for data collection were questionnaire and observation checklist. A set of close-ended questionnaire was administered to the respondents in order to find out their communication strategy. Similarly, observation checklist was used to see the strategies that learners used to communicate each other in the classroom.

3.4 Sources of Data

For this research, both primary and secondary sources of data were used. However, primary source was basic for the research.

3.4.1 Primary Sources of Data

The primary sources of data used in this study were thirty students who were studying at secondary level in two Sanskrit schools of Kathmandu district.

3.4.2 Secondary Sources of Data

I consulted different books, dissertation /thesis, articles, journal and report as well as other related available materials with this study, websites, internet and other written documents were used as the secondary sources of data. The foremost sources were Tarone (1980, as cited in Cook, 2008, pp. 120-121), Faerch and Kasper (1984, as cited in Cook, 2008, pp. 107-109) and O'Mally and Chamot (1990, as quoted in Rawal and Joshi, 2014, p.217)

3.5 Data Collection Procedures

After preparing a set of questionnaire and classroom observation checklist, I went to the field for data collection. For this purpose; I selected two Sanskrit schools at first. Then, I visited to the selected schools and asked the permission with the authority (Head Teachers) and mentioned them the purpose of my research. After that, I clarified the objectives of my study to the English teacher and I selected the sample students by using random sampling procedure. Then, I described the questions and statements related to communication strategies. After that, I administered the questionnaire to the selected students and observed 10 classes with the consent of subject teacher. Finally, I tabulated and analyzed the data from the questionnaire and observation.

3.6 Data Analysis and Interpretation Procedures

While analyzing and interpreting the collected data, opinion of the students in closed-ended questions were analyzed with the help of some statistical tools as tables, frequency count percentage and so on. The data was analyzed and interpreted through quantitative method. I provided three alternatives to response the closed- ended item. They could tick in any alternatives in which they were agreed. They could tick on 'agree', 'neutral', or 'disagree'. The responses presented by the students are interpreted under the communication strategies used to communicate different aspects and skills of language.

3.7 Ethical Considerations

Before collecting the data, I got permission with my supervisor for the betterment of my study. I followed the rules and norms of research. I was careful of the citation the sources. I have taken only required data and information. I was not going against of my supervisor and participants while analysing and interpreting the data.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter incorporates the analysis of data and interpretation of results.

4.1 Analysis of Data and Interpretation of the Results

To complete this study, I collected data from the questionnaire to the students and their observation of classroom strategies for communication. The results are derived on the basis of analysis and interpretation of the collected data.

Altogether thirty statements were administered to find out the communication strategies used by the learners of Sanskrit school to learn language skills and vocabulary. The questionnaire included the five different categories namely; communication strategies for reading, speaking, listening, writing and vocabulary. I observed ten classes of the students to find out the strategies that they used in classroom communication.

4.1.1 Analysis and Interpretation of Data Obtained from Questionnaire

I administered thirty statements to the students of two different Sanskrit schools of Kathmandu valley to find out the communication strategies used by them to learn language skills and vocabulary. The following sub-sections entail the overall analysis and interpretation of the data obtained from questionnaire:

4.1.1.1 Listening Strategies Used by the Students in their Communication

Listening is paying attention and getting meaning from the others. Learners use various strategies to learn listening skill in their communication practice. I have administered six statements to find out the strategies used by the students for listening. All the statements were asked with three alternatives viz, agree, disagree and neutral. The responses of the students on given statements are presented in the following table given in the next page:

Table 1
Listening Strategies Used by the Students in their Communication

Statements	Respondents					
	Agree		Disagree		Neutral	
	Freq	Per	Freq	Per	Freq	Per
Focused Strategy	18	60	8	26.67	4	13.33
Listening to the teacher	10	33.33	16	53.33	4	13.33
Listening to all kinds of listening materials	16	53.33	5	16.67	9	30
Recorded materials by the native speakers of English	18	60	8	26.67	4	13.33
Note-taking strategy	20	66.67	6	20	4	13.33
Listen for detail information	22	73.33	5	16.67	3	10

The above table shows the students' communication strategies in listening. As it is shown in the table, the first item is, '*I use focused strategy for practicing listening*'. To the response of this statement, 60 percent of total students used it whereas 26.67 percent did not use it and 13.33 percent remained silent. It is found that focused strategy was one of the major strategies to communicate listening to the students.

Similarly, the second item is, '*I learn listening by listening only to the teachers*'. In response to this statement, 53.33 percent of total respondents disagreed with the statement, 33.33 percent agreed to it and 13.33 percent neutral. Since, the majority of the respondents did not use learning listening by listening only to the teachers. It was one of the least use strategies for them.

In the same way, '*I practice listening by listening to all kinds of available listening materials*' is the third item. Regarding to this statement, 53.33 percent of total students used it whilst 16.67 percent did not use it and 30 percent remained neutral. It is found that listening to all kinds of available listening materials strategy was one of the major strategies to the students.

Likewise, the fourth item is, '*I listen to recorded materials by the native speakers of English*'. In concern to this statement, 60 percent of total students used it whilst 26.67 percent did not use and 13.33 percent presented them as neutral. It said that the majority of the students used this strategy, so it was one of the strategies to communicate listening to the students.

Furthermore, '*I apply note-taking strategy to improve my listening comprehension*' is the fifth item in the questionnaire. To the response of this statement, 66.67 percent of total respondents used it while 20 percent did not use it and 13.33 percent were neutral. Since, the majority of the respondents used note-taking strategy. It was one of the major strategies to communicate listening to the students.

Moreover, the sixth statement is, '*I listen for detail information*'. Regarding to this item, 73.33 percent of total students used it whilst 16.67 percent did not use and 10 percent remained silent. It is showed that listening for detail information was the mostly used strategy to the students.

From the overall analysis and interpretation of the data, it is concluded that listening for detail information, note-taking, focused and listening to the recorded materials by the native speakers of English were the major strategies used in listening communication but they did not use listening to the teacher in their listening communication.

4.1.1.2 Speaking Strategies Used by the Students in their Communication

Speaking means expressions of ideas, feelings, and emotions in different context or situation. The students use different types of communication strategies for practicing speaking skill in their classroom communication. I have administered six statements to find out the strategies used by the students for speaking. All the statements were asked with three alternatives viz. agree,

disagree and neutral. The responses of the students on given statements are presented in the following table:

Table 2
Speaking Strategies Used by the Students in their Communication

Statements	Respondents					
	Agree		Disagree		Neutral	
	Freq	Per	Freq	Per	Freq	Per
Imitation strategy	16	53.33	6	20	8	26.67
Practice speaking by the repetition of the pronunciation	17	56.67	5	16.67	8	26.67
Cooperation strategy	20	66.67	6	20	4	13.33
Non-verbal expressions for practicing speaking	9	30	15	50	6	20
Questioning strategy for learning speaking	21	70	5	16.67	4	13.33
Practice speaking through teachers' imitation	18	60	7	23.33	5	16.67

Table 2 presents the students' communication strategies in speaking. As it is shown in the table, the first item is, '*I follow imitation strategy for learning English pronunciation in production level*'. In concern to this statement, 53.33 percent of total respondents used it whereas 20 percent did not use and 26.67 percent remained neutral. It concluded that it was one of the strategies to communicate speaking to the students.

Similarly, the second item is, '*I practice speaking by the repetition of the pronunciation*'. In response to this statement, 56.67 percent of total respondents accepted it whilst 16.67 percent did not use it and 26.67 percent presented them as neutral. It is found that repetition strategy was the major for the students to communicate speaking.

Likewise, the third statement is, '*I follow co-operation strategy for doing group work and pair work*'. Regarding to this item, 66.67 percent of total respondents agreed to it where 20 percent disagreed and 13.33 percent

remained silent. Since, the majority of the students used co-operation strategy. It was the major one for them.

Furthermore, the fourth statement is, '*I use non-verbal expressions for practicing speaking*'. To the response of this item, 50 percent of total respondents used it while 30 percent did not use it and 20 percent remained neutral. Therefore, non-verbal strategy was least use strategy to the students.

Moreover, the fifth statement is, '*I use questioning strategy for learning speaking*'. In concern to this item, 70 percent of total students used it whilst 16.67 percent did not use and 13.33 percent presented them as neutral. It is found that questioning strategy was the major strategy to communicate speaking to the students.

In the same vein, the sixth statement is, '*I prefer to do speaking practice through teachers' imitation*'. Regarding to this item, 60 percent of total respondents used it while 23.33 percent did not use and 16.67 percent remained neutral. Thus, it can be concluded that this strategy was major for the respondents.

From the overall analysis and interpretation of the data, it has been found that questioning, co-operation and practice speaking through teachers' imitation were the major strategies which were used in speaking communication. In contrast, they did not use non-verbal strategy to communicate speaking.

4.1.1.3 Reading Strategies Used by the Students in their Communication

Reading is a complex cognitive process of decoding symbols in order to construct or drive meaning. Learners use different communication strategies for good communication in their classroom. I have administered six statements to find out the strategies used by the students for reading. All the statements were asked with three alternatives viz, agree, disagree and neutral. The

responses of the students on given statements are presented in the following table:

Table 3
Reading Strategies Used by the Students in their Communication

Statements	Respondents					
	Agree		Disagree		Neutral	
	Freq	Per	Freq	Per	Freq	Per
Prepare summaries and outlines to comprehend the text better	17	56.67	8	26.67	5	16.67
Apply exemplification strategy to understand the reading text	20	66.67	6	20	4	13.33
Practice reading by different activities	18	60	3	10	9	30
Use elaboration strategy to elaborate the given text	22	73.33	6	20	2	6.67
Use predicting strategy to practice reading	9	30	17	56.67	4	13.33
Practice reading by using the words, phrases and sentences in meaning	19	63.33	6	20	5	16.67

Table 3 shows the students' communication strategies in reading. As it is shown in the table, the first item is, '*I prepare summaries and outlines to comprehend the text better*'. To the response of this statement, 56.67 percent of total respondents used it whereas 26.67 percent did not use and 16.67 percent presented them as neutral. It is concluded that many of the respondents used this strategy to practice reading.

In the same way, the second statement is, '*I apply exemplification strategy to understand the reading text*'. In response to this item, 66.67 percent of total respondents used it whilst 20 percent did not use it and 13.33 percent were neutral. Most of the students used exemplification strategy. So, exemplification strategy was the major for them.

Similarly, the third statement is, '*I practice reading by different activities such as ordering, describing and paraphrasing*'. Regarding to this item, 60 percent of total respondents used it whereas 10 percent did not use and 30 percent presented them as neutral. From this analysis, it has been found that majority of the respondents used this strategy. It was one of the mostly used strategies for them.

Likewise, the fourth statement is, '*I use elaboration strategy for learning reading*'. To the response of this item, 73.33 percent of total respondents used it whereas 20 percent did not use and 6.67 percent remained neutral. It is found that elaboration strategy was one of the major strategies to communicate reading to the students.

Furthermore, the fifth statement is, '*I use predicting strategy for learning reading*'. Regarding to this item, 56.67 percent of total respondents did not use it while only 30 percent used it and 13.33 percent presented them as neutral. From this analysis, it can be concluded that the least use strategy was predicting strategy for the students.

Moreover, the sixth statement is, '*I practice reading by using the words, phrases and sentences in meaning*'. In response to this item, 63.33 percent of total respondents used it whereas 20 percent did not use and 16.67 percent remained silent. It is found that this strategy was the major to communicate reading to the students.

From the overall analysis and interpretation of the data, it is concluded that elaboration, exemplification and practice reading by using the words, phrases and sentences in meaning were the major strategies used in reading communication. Whereas, they did not use predicting strategy to practice reading.

4.1.1.4 Writing Strategies Used by the Students in their Communication

Writing is a medium of human communication that represents language and emotion through the recording of signs and symbols. Learners need various communication strategies to develop writing in their classroom communication. I have administered six statements to find out the strategies used by the students for writing. All the statements were asked with three alternatives viz. agree, disagree and neutral. The responses of the students on given statements are presented in the following table:

Table 4
Writing Strategies Used by Students in Their Communication

Statements	Respondents					
	Agree		Disagree		Neutral	
	Freq	Per	Freq	Per	Freq	Per
Use copying strategy for learning writing	15	50	10	33.33	5	16.67
Practice writing by translating Nepali and Sanskrit text into English	17	56.67	9	30	4	13.33
Use restructuring strategy for arranging the elements in a text	10	33.33	17	56.67	3	10
Use repetition strategy to improve writing	25	83.33	3	10	2	6.67
Use paraphrasing strategy for writing essay	22	73.33	4	13.33	4	13.33
Make the writing more effective by copying with correction	18	60	8	26.67	4	13.33

Table 4 shows the students' communication strategies in writing. As it is shown the table, the first item is, '*I use copying strategy for learning writing*'. To the response of this statement, 50 percent of total respondents used it whilst 33.33 percent did not use and 16.67 percent remained silent with this

statement. By analyzing this item, half of the respondents use copying strategy for learning writing.

Similarly, the second statement is, '*I practice writing by translating Nepali and Sanskrit texts into English*'. In concern to this statement, 56.67 percent of total respondents used it while 30 percent did not use and 13.33 percent were neutral. Since, the majority of the respondents used translating strategy. It was one of the most used strategies for the students.

Likewise, the third statement is, '*I use restructuring strategy for arranging the elements in a text*'. Regarding to this item, 56.67 percent of total students against to it where 30 percent agreed to it and 10 percent presented them as neutral. It showed that, majority of the respondents used restructuring strategy. It was one of the major strategies to them.

Furthermore, the fourth statement is, '*I use repetition strategy to improve my writing*'. In concern to this item, 83.33 percent of total students used to it whereas 10 percent did not use it and 6.67 percent remained silent with this statement. It is found that repetition strategy was one of the major strategies to communicate writing to the students.

Moreover, the fifth statement is, '*I use paraphrasing strategy for writing essay*'. To this response of this item, 73.33 percent of total students used it while 13.33 percent did not use it and 13.33 percent remained silent. Since, the majority of the respondents used paraphrasing strategy. So, it was one of the popular strategies for them to communicate writing.

Finally, the sixth statement is, '*I make my writing more effective by copying with correction*'. Regarding to this item, 60 percent of total students used to it whilst 26.67 percent did not use and 13.33 percent were neutral. From this analysis, it can be said that most of the respondents used this strategy. So that it was the major strategy to the respondents.

From the overall analysis and interpretation of the data, it has been found that majority of the respondents used repetition, paraphrasing, copying with

correction and translating strategies but they did not use restructuring strategy to develop their writing skill.

4.1.1.5 Vocabulary Strategies Used by the Students in their Communication

Vocabulary is the store house of words/ phrases required in communication. The students applied various communication strategies to learn vocabulary in their classroom communication. I have administered six statements to find out the strategies used by the students for vocabulary. All the statements were asked with three alternatives viz, agree, disagree and neutral. The responses of the students on given statements are presented in the following table:

Table 5

Vocabulary Strategies Used by the Students in their Communication

Statements	Respondents					
	Agree		Disagree		Neutral	
	Freq	Per	Freq	Per	Freq	Per
Find out the meaning of the words by putting them in context	16	53.33	8	26.67	4	13.33
Use guessing strategy for learning vocabulary	20	66.67	3	10	5	16.67
Recitation of meaning for learning vocabulary	11	36.67	15	50	4	13.33
Learn the meaning of difficult words through display materials	15	50	10	33.33	5	16.67
Learn meaning of the words by using synonym and antonym strategy	22	73.33	-	-	8	26.67
Learn vocabulary by using contextualization strategy	20	66.67	7	23.33	3	10

Table 5 shows the students' communication strategies in vocabulary. As it is shown the table, the first statement is, '*generally, I find out the meaning of the words by putting them in context*'. To this response of this item, 53.33 percent

of total students used it whereas 26.67 percent did not use to it and 13.33 percent remained silent. It can be summarized that most of the respondents used this strategy to find out the meaning of the words by putting them in context.

Similarly, the second statement is, '*I use guessing strategy for learning vocabulary*'. In response to this item, 66.67 percent of total students agreed to it whilst 10 percent disagreed it and 16.67 percent presented them as neutral. Since, the majority of the students used guessing strategy. It was one of the major strategies for the respondents.

Likewise, the third statement is, '*I use recitation of meaning for learning vocabulary*'. In concern to this item, 50 percent of total students did not use to it whereas only 36.67 percent used it and 13.33 percent remained silent. From this analysis, it can be concluded that recitation strategy was the least use strategy to practice vocabulary.

In the same way, the fourth statement is, '*I learn the meaning of difficult words through display materials such as flash cards and posters*'. To this response of this item, 50 percent of total students used to it whilst 33.33 percent did not use it and 16.67 percent remained neutral. Thus, it can be said that half of the respondents used this strategy to learn the meaning of difficult words through display materials.

Furthermore, the fifth statement is, '*By using synonymous and antonymous strategy, I learn meaning of the words*'. Regarding to this item, 73.33 percent of total students used to it and 26.67 percent presented them as neutral. It showed that majority of the respondents used synonymous and antonymous strategy. It was one of the major strategies to communicate vocabulary to the students.

Moreover, the sixth statement is, '*I use contextualization strategy to learn vocabulary easily*'. Regarding to this item, 66.67 percent of total students

used to it whilst 23.33 percent did not use it and 10 percent were neutral. From this analysis, it can be summarized that the majority of the respondents used contextualization strategy. So, it was one of the major strategies to the students to learn vocabulary.

From the overall analysis and interpretation of the data, it can be concluded that synonymous, antonymous, guessing and contextualization were the major strategies used in vocabulary communication but they did not use recitation strategy to learn vocabulary.

4.1.2 Analysis and Interpretation of Data Obtained from Classroom Observation

I observed ten different classes of the students to find out the communication strategies that they used in the classroom communication. I observed those classes in order to see the concrete communication strategies that they used in their communication. Similarly I observed those classes on the basis of eighteen communication strategies included in observation checklist. The purpose of checklist was to find out their communication strategies in their classroom communication practice. The detail analysis and interpretation of data is given in the next page:

Table 6**Communication Strategies Used by the Students in Their Classroom Communication**

S.N.	Communication Strategies Used by the Students in their Classroom Communication	Used of the Strategies		No Used of the Strategies		Remarks
		No. of Classes	Per.	No. of Classes	Per.	
1	Paraphrasing	4	40	6	60	
2	Copying	7	70	3	30	
3	Co-operation	5	50	5	50	
4	Repetition	6	60	4	40	
5	Guessing	6	60	4	40	
6	Focused	3	30	7	70	
7	Note-taking	7	70	3	30	
8	Contextualization	2	20	8	80	
9	Predicting	4	40	6	60	
10	Translating	3	30	7	70	
11	Restructuring	0	0	10	100	They did not use
12	Recitation	0	0	10	100	They did not use
13	Questioning	7	70	3	30	
14	Imitation	5	50	5	50	
15	Exemplification	4	40	6	60	
16	Synonymous and Antonymous	6	60	4	40	
17	Elaboration	0	0	10	100	They did not use
18	Non-verbal	3	30	7	70	

The data presented in the above table shows that out of ten classes observed, students used paraphrasing strategy only in 4 classes which is 40 percent in total. In contrast, in 6 classes' i.e. in 60 percent classes students did not use this strategy.

Similarly, the data in the table presents that out of ten classes observed, respondents used copying strategy only in 7 classes which is 70 percent in aggregate whereas in 3 classes they did not use this strategy.

Likewise, it is seen that out of ten classes observed, students use the co-operation strategy only in 5 classes (50 %) while they did not use in remaining 5 classes.

In the same way, it is seen that out of ten classes observed, students use repetition strategy in 7 classes i.e. 70 percent in total. In contrast, 30 percent classes students did not use this strategy.

In addition, out of ten classes were observed, students used guessing strategy only in 6 classes i.e. 60 percent whereas in other 4 classes they did not use this strategy.

Furthermore, it is seen that out of ten classes observed, the students used focused strategy in 3 classes which is 30 percent. In contrast, majority of the students i.e. 70 percent in aggregate classes students did not use this strategy.

Moreover, it is seen that out of ten classes observed, students use note-taking strategy in 7 classes which is 70 percent of the total whereas other 30 percent students did not use this strategy in their classroom communication.

In the similar vein, it is seen that out of ten classes observed, students used contextualization strategy only in 2 classes which is 20 percent. In contrast, in other 8 classes i.e. 80 percent did not use in their classroom communication.

Similarly, it is seen that out of ten classes observed, students used predicting strategy only in 4 classes which is 40 percent of the total whereas in 6 classes i.e. 60 percent in total classes students did not use this strategy in their classroom communication.

In this way, it is seen that out of ten classes observed, students used translating strategy only in 3 classes which is 30 percent. In contrast, they did not use in 7 classes i.e. 70 percent in total in their classroom practice.

According to the data presented in the above table, I come to see that out of ten classes observed, in all 10 classes which are 100 percent students did not use restructuring strategy in their classroom communication practice.

Moreover, it is seen that out of ten classes observed, students did not use recitation strategy in all classes i.e. 100 percent in their classroom communication practice.

Similarly, I come to see that out of ten classes observed, students used questioning strategy in 7 classes i.e. 70 percent in aggregate. In contrast, only in 3 classes i.e. 30 percent did not use this strategy for developing their communication.

Likewise, it is seen that out of ten classes observed, students used imitation strategy only in 5 classes which is 50 percent. In contrast, remaining 50 percent did not use while they communicate each other in the classroom.

In the same way, I come to see that out of ten classes observed, students used synonymous and antonymous strategy only in 6 classes which is 60 percent. In contrast, other in 4 classes i.e. 40 percent they did not use this strategy in their classroom communication practice.

Moreover, it is seen that out of ten classes observed, in all 10 classes students i.e. 100 percent did not use elaboration strategy in their classroom communication practice.

Finally, I come to see that out of ten classes observed, students used non-verbal strategy only in 2 classes which is 20 percent whereas other in 7 classes i.e. 70 percent classes students did not use this strategy.

From the overall analysis and interpretation of the data, it has been found that note-taking, copying, questioning, repetition, synonymous and antonymous, guessing and exemplification were the major strategies used in their classroom communication practice. On the other hand, predicting, non-verbal, focused, translating, contextualization and paraphrasing were the least used strategies in their classroom communication practice. Finally, elaboration, recitation and restructuring strategies did not use in their classroom communication practice.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter includes the findings, conclusion and recommendations of the study on the basis of analysis and interpretation of the collected data.

5.1 Findings

This study entitled **Communication Strategies used by the English Learners of Sanskrit School** was carried to find out the communication strategies used by the students to communicate language skills and vocabulary. This study was primarily carried out in five different areas regarding the communication strategies related to listening, reading, speaking, writing and vocabulary. Thirty different statements related to the above mentioned areas were used in the questionnaire and observation was also done collect the data. After analysis and interpretation of the collected data, the major findings of the study are listed below:

-) Majority (73%) of the students used listening for detail information for developing their listening communication. Similarly, many (66%) of the students used note-taking strategy to practice listening communication. Likewise, listening to recorded materials by the native speakers of English was another major strategy used by the students in their listening communication. Furthermore, listening only to the teachers was the least used strategy for developing writing skill.
-) Similarly, it has been found that questioning strategy was used by the majority of the students i.e. 70% of total respondents to develop speaking communication. Likewise, many (67%) of the respondents used co-operation strategy to communicate speaking to the students. In the same way, practice speaking through teachers' imitation was the major strategy where, 60% of total students used to develop speaking communication.

Moreover, they did not use non-verbal strategy to practice speaking communication.

-) Likewise, majority of the respondents i.e. 73% of total students used elaboration strategy for developing reading skill. Similarly, exemplification was the major strategy used by 67% of total respondents to communicate reading skill. Furthermore, many of the students (63%) used practice reading by using the words, phrases and sentences in meaning for developing reading communication. Moreover, predicting strategy was not use by the students to communicate reading to the students.
-) In the same way, it has been found that majority (83%) of total respondents used repetition strategy for practicing writing skill. Similarly, paraphrasing was another major strategy used by 73% of total respondents in writing communication. Likewise, many of the respondents (60%) used copying with correction for practicing writing skill in their classroom communication. Moreover, they did not use restructuring strategy to communicate writing to the students.
-) Furthermore, it has been found that majority of the respondents (73%) used synonymous and antonymous strategy for learning vocabulary aspect. Similarly, guessing strategy was the major strategy used by 67% of total respondents for developing their vocabulary communication. In the same way, contextualization was one of the major strategies i.e. 67% of total students used for developing their vocabulary practice. Moreover, they did not use recitation of meaning in their vocabulary practice.
-) From the classroom observation, it has been found that in 70% of total classes, the respondents used copying, note-taking and questioning strategies in their classroom communication practice. The least used strategies by the students in the classroom communication practice were contextualization (20%), focused (30%), non-verbal and translating respectively. They did not use elaboration, recitation and restructuring strategies in their real classroom communication practice.

On the basis of above findings I come to know that communication strategies are the important tools to the learners to learn language skills and vocabulary. It has been found that majority of the students used repetition, exemplification, synonymous and antonymous, guessing; listen for detail information and questioning strategies to learn language skills and vocabulary. Similarly, copying, note-taking and questioning strategies were used by the students in their classroom communication practice. So, the communication strategies should be included sufficient in the syllabus at different levels and good manages of various materials related to the communication strategies.

5.2 Conclusion

Language is for communication and it is not an easy process. So, it needs various strategies to communicate each other. Communication strategies are useful to communicate in L2 or foreign language which refers to the language other than L1 or mother tongue. In other words, while communicating in foreign language we need various types of plans, tricks and tactics which are communication strategies. There is not a single and most crucial strategy of communication. There are different types of communication defined by various scholars, among such communication strategies I selected only the eighteen strategies to find out the communication strategies used by the students in language skills and vocabulary in their communication practice. Those communication strategies to make the students active and enabling in taking part of communication classroom practice.

Similarly, I have subsumed the whole study within five chapters. In the first chapter, I included of background, statement of the problem, objectives, research questions, significance, delimitations and operational definitions of the key terms. In the same way, in the second chapter, I reviewed of the related theoretical as well as empirical literature, implications and conceptual framework. Likewise, in the third chapter, I presented methodology for the

study. Furthermore, in the fourth chapter, I analyzed and interpreted of data on the basis of obtained from questionnaire and classroom observation.

Listening for detail information, note-taking, listen to recorded materials by the native speakers of English and focused strategy were the major strategies used in listening communication however they did not use listening to the teacher to practice listening. Likewise, questioning, co-operation and practice speaking through teachers' imitation were the major strategies to communicate speaking. Furthermore, they did not use non-verbal expression in their speaking communication. In the same way, elaboration, exemplification, practice reading by using the words, phrases and sentences in meaning and practice reading by using different activities were the major strategies used in reading communication. In contrast, they did not use predicting strategy to practice reading skill. Furthermore, repetition, paraphrasing and copying with correction were the major strategies used in writing practice but they did not use restructuring strategy for developing their writing skill. Moreover, synonymous and antonymous, guessing and contextualization were the major strategies which were used by the students for practising vocabulary but they did not use recitation of meaning to learn vocabulary. Finally, on the basis of classroom observation note-taking, questioning and copying were the major strategies used in their classroom communication practice. In contrast, contextualization, translating and focused were the least used strategies while they communicate each other in the classroom communication. They did not use recitation, restructuring and elaboration strategies to communicate in their classroom practice.

On the basis of above findings I come to know that communication strategies are the important tools to the learners to learn language skills and vocabulary. It has been found that majority of the students used repetition, exemplification, synonymous and antonymous, guessing; listen for detail information and questioning strategies to learn language skills and vocabulary. Similarly, copying, note-taking and questioning strategies were used by the students in

their classroom communication practice. So, the communication strategies should be included sufficient in the syllabus at different levels and well manages of various materials related to the communication strategies.

5.3 Recommendations

It is now clear from above findings and conclusion that communication strategies are the best tools for teaching and learning language skills and vocabulary. On the basis of findings and conclusion derived from the analysis and interpretation of the data, the following recommendations for pedagogical implications are presented below:

5.3.1 Policy Related

As far the policies are concerned with the high stake decision making process. Ministry of Education should formulate the law for the use of communication strategies in all other fields of language teaching and learning. At policy level, the following implications can be suggested:

-) One of the findings of this study shows that the students did not use recitation of meaning to learn vocabulary, so the policies should be made to discourage recitation strategy while teaching language aspect.
-) It has been found that the students used repetition strategy to develop their writing skill. So, curriculum planners and syllabus designers should incorporate such strategies and related teaching and learning materials in English textbooks.
-) Similarly, the major finding of this study shows that majority of the students used questioning strategy for developing speaking skill. So, the policies should be made to encourage questioning strategy while teaching and learning activities in the classroom communication.
-) Ministry of education, curriculum planners and syllabus designers should concern about the course of English at secondary level and to pay more attention of its appropriateness.

5.3.2 Practice Related

Communication strategies are the major tools to make students and teachers active in the classroom communication practice. Stake holders should play important role of implementing the communication strategies in practical field. The following implications can be suggested at practice level;

-) One of the major findings of this study shows that the students used note-taking strategy in their classroom communication practice. So, the teachers are recommended to use note-taking strategy to the learners in their daily classroom communication practice.
-) As the major findings of this study show that the respondents did not use non-verbal strategy to develop their speaking skill. So, the teachers should not be applied non-verbal strategy while teaching language skills.
-) It has been found that the students used repetition strategy in writing skill. So, the teachers are recommended to use repetition strategy for practicing writing in their classroom communication practice.
-) Similarly, it is found that the majority of the students used focused strategy in listening. So, the teachers are recommended to use focused strategy to the students in their real classroom communication.

5.3.3 Further Research Related

Research is tough, challenging and rigorous activity. No work is final and no research is complete. New approaches methods and techniques of study and presentation of the data should be innovated in research. The researcher cannot go against the idea alone. The recommendations for further research related are as follow:

-) One of the short comings of this research is that it talks only about the communication strategies used by English learners of Sanskrit school at secondary level. It does not talk about other levels of schools. So, further

research should be carried out to find out the communication strategies to learn language aspects such as grammar and pronunciation in other schools.

-) This study incorporates only the small scaled survey design and limited at Kathmandu valley. So, new researchers can carry out research through the experimental as well as action research about the role of communication strategies in others district.
-) This study does not talk about the comparison between the communication strategies are used by the girls and the boys. So, further research can be carried out in those areas.

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Dear respondent,

This questionnaire has been prepared to draw information/data for the research work entitled **Communication Strategies used by English Learners of SanskritSchool**. This research is being carried out under the supervision of Mr. Guru PrasadPoudel, Teaching Assistant, Department of English Education, University Campus TU, Kirtipur. I hope that you will give authentic and reliable information to cooperate and that will be a valuable contribution to accomplish this work as an M.Ed. Thesis.

Researcher

DipendraBaniya

University Campus, Department of English Education

Kirtipur, Kathmandu

Participant Consent Form

Department of English Education

Thesis Supervisor

University Campus, T.U.

Mr. Guru Prasad Poudel, Teaching Assistant Kirtipur, Kathmandu

Communication Strategies Used by English Learners of Sanskrit School

I, agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do and my risks/benefits involved.

1. I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
2. I have got answers to any questions that I had about the study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part.
4. I understand that I can withdraw from the study at any time before I submit my responses to the questionnaires.
5. I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
6. I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

I consent to:

- Completing questionnaire Yes No

Signature

Name

Date

APPENDIX - I

Questionnaire

Dear respondent,

This questionnaire has been prepared to draw information/data for the research work entitled **Communication Strategies used by English Learners of Sanskrit School**. This research is being carried out under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant, Department of English Education, University Campus TU, Kirtipur. I hope that you will give authentic and reliable information to cooperate and that will be a valuable contribution to accomplish this work as a M.Ed. Thesis.

Researcher

Dipendra Baniya

Name of the Student:

Grade:

Name of the School:

Read the following statements and tick () mark placed 'Agree', 'Neutral' or 'Disagree', one which you support.

Note: I will explain the statements if required in Nepali.

Group 'A'

Communication Strategies related to Listening.

1. I use focused strategy for practising listening.

a. Agree { } b. Disagree { } c. Neutral { }

2. I learn listening by listening only to the teacher.

a. Agree { } b. Disagree { } c. Neutral { }

3. I practise listening by listening to all kinds of available listening materials.

a. Agree { } b. Disagree { } c. Neutral { }

4. I listen to recorded materials by the native speakers of English.
- a. Agree { } b. Disagree { } c. Neutral { }
5. I apply note-taking strategy to improve my listening comprehension.
- a. Agree { } b. Disagree { } c. Neutral { }
6. I listen for detail information.
- a. Agree { } b. Disagree { } c. Neutral { }

Group ‘B’

Communication Strategies related to Speaking.

1. I follow imitation strategy for learning English pronunciation in production level.
- a. Agree { } b. Disagree { } c. Neutral { }
2. I practise speaking by the repetition of the pronunciation
- a. Agree { } b. Disagree { } c. Neutral { }
3. I follow cooperation strategy for doing group work and pair work.
- a. Agree { } b. Disagree { } c. Neutral { }
4. I use non-verbal expression for practising speaking.
- a. Agree { } b. Disagree { } c. Neutral { }
5. I use questioning strategy for learning speaking.
- a. Agree { } b. Disagree { } c. Neutral { }
6. I prefer to do speaking practise through teachers’ imitation.
- a. Agree { } b. Disagree { } c. Neutral { }

Group ‘C’

Communication Strategies related to Reading

1. I prepare summaries and outlines to comprehend the text better.
- a. Agree { } b. Disagree { } c. Neutral { }
2. I apply exemplification strategy to understand the reading text.
- a. Agree { } b. Disagree { } c. Neutral { }
3. I practise reading by different activities such as ordering, describing and paraphrasing.
- a. Agree { } b. Disagree { } c. Neutral { }
4. I use elaboration strategy to elaborate the given text.

a. Agree { } b. Disagree { } c. Neutral { }

5. I use predicting strategy for learning reading.

a. Agree { } b. Disagree { } c. Neutral { }

6. I practise reading by using the words, phrases and sentences in meaning.

a. Agree { } b. Disagree { } c. Neutral { }

Group 'D'

Communication Strategies related to Writing

1. I use copying strategy for learning writing.

a. Agree { } b. Disagree { } c. Neutral { }

2. I practise writing by translating Nepali and Sanskrit texts into English.

a. Agree { } b. Disagree { } c. Neutral { }

3. I use restructuring strategy for arranging the elements in a text.

a. Agree { } b. Disagree { } c. Neutral { }

4. I use repetition strategy to improve my writing.

a. Agree { } b. Disagree { } c. Neutral { }

5. I use paraphrasing strategy for writing essay.

a. Agree { } b. Disagree { } c. Neutral { }

6. I make my writing more effective by copying with correction.

a. Agree { } b. Disagree { } c. Neutral { }

Group 'E'

Communication Strategies related to Vocabulary.

1. Generally, I find out the meaning of the words by putting them in context.

a. Agree { } b. Disagree { } c. Neutral { }

2. I use guessing strategy for learning vocabulary.

a. Agree { } b. Disagree { } c. Neutral { }

3. I use recitation of meaning for learning vocabulary.

a. Agree { } b. Disagree { } c. Neutral { }

4. I learn the meaning of difficult words through display materials such as flash cards and posters.

a. Agree { } b. Disagree { } c. Neutral { }

5. By using synonym and antonym strategy, I learn meaning of the words.

a. Agree { } b. Disagree { } c. Neutral { }

6. I use contextualization strategy to learn vocabulary easily.

a. Agree { } b. Disagree { } c. Neutral { }

Please make sure that all items have been attempted.

Thank you very much for your kind cooperation.

Appendix-II

Classroom Observation Checklist

Dear Sir/Madam,

This observation checklist is used as the research tool for the study on

Communication Strategies used by English Learners of Sanskrit School.

This study is going to be conducted under the supervision of Mr. Guru Prasad Poudel, Teaching Assistant, department of English education, T. U., Kirtipur.

Your valuable cooperation is very much required to collect the data for the purpose of this study. The selected students will be observed and it is assured that this observation will be used only for the purpose of this study.

DipendraBaniya

Researcher

S.N	Strategies used by the teachers in the classroom	Yes	No	Remark
1	Paraphrasing			
2	Copying			
3	Cooperation			
4	Repetition			
5	Guessing			
6	Focused			
7	Note-taking			
8	Contextualization			
9	Predicting			
10	Translating			
11	Restructuring			
12	Recitation			

13	Questioning			
14	Imitation			
15	Exemplification			
16	Synonym and Antonym			
17	Elaboration			
18	Non-verbal			

Classroom Observation Checklist

Name of the School:

Grade: Ten

Subject: English

Date:

Communication Strategies Used by the Students in their Classroom Communication

S.N.	Communication Strategies Used by the Students in their Classroom Communication	Used of the Strategies		No Used of the Strategies		Remarks
		No. of Classes	Per.	No. of Classes	Per.	
1	Paraphrasing					
2	Copying					
3	Co-operation					
4	Repetition					
5	Guessing					
6	Focused					
7	Note-taking					
8	Contextualization					
9	Predicting					
10	Translating					
11	Restructuring					
12	Recitation					
13	Questioning					
14	Imitation					
15	Exemplification					
16	Synonymous and Antonymous					
17	Elaboration					
18	Non-verbal					