

**Communication Strategies Adopted by Secondary Level Students in
English Class**

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

**Submitted by
Muna Paudel**

**Tribhuvan University
Faculty of Education
Kiripur, Kathmandu, Nepal
2023**

Communication Strategies Adopted by Secondary Level Students in English Class

652

Muna Paudel

2023

**Communication Strategies Adopted by Secondary Level Students in
English Class**

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

**Submitted by
Muna Paudel**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
2023**

**T.U. Regd. No. : 9-2-605-160-2011
M.Ed. Fourth Semester
Exam Roll No. : 7428079/074**

**Date of Approval
Thesis Proposal : August 01, 2022
Date of Submission :29/12/2022**

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 : 29/12/2022

.....

Muna Paudel

Recommendation for Acceptance

This is to certify that **Mrs. Muna Paudel** has completed her M.Ed thesis entitled **Strategies Adopted by Secondary Level Students in English Class** under my guidance and supervision.

I recommend and forward her thesis to the Department of English Education for acceptance.

Date : 29/12/2022

.....
Dr. Purna Bahadur Kadel
(Supervisor)
Department of English Education
Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal

Recommendation for Evaluation

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Purna Bahadur Kadel

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

(Supervisor)

Bhim Prasad Awasti

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date :

Evaluation and Approval

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

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Tribhuvan University, Kirtipur

.....

Chairperson

Dr. Binod Luitel

Professor

Research Center for Educational Innovation & Development

Tribhuvan University, Kirtipur

.....

Expert

Dr. Purna Bahadur Kadel

Reader

Department of English Education

Tribhuvan University, Kirtipur

.....

Supervisor

Date : 15-02-2023

DEDICATION

Affectionately Dedicated

To

My loving, caring, helping, supporting and my inspirational person my life partner,
parents and friends who inspired and supported me in every steps of my life.

ACKNOWLEDGEMENTS

First of all, I am grateful and indebted to my thesis Supervisor **Dr. Purna Bahadur Kadel, Reader, Department of English Education** for his Proper guidance ,constant supervision, and constructive feedback to shape this study in this frame . He was always there for his timely advice, suggestion and feedback which helped me to a very extend to accomplish this task.

I would also like to extend my sincere gratitude to **Dr. Gopal Prasad Pandey, Reader and Head, Department of English Education** for his invaluable guidance, continuous and inspiration, and the encouragement .I am equally grateful to **Mr, Bhim Prasad Awasti, Department of English Education** for his constructive suggestion and compliments during viva voice of my thesis proposal. Similarly,Iam highly indepted to my External examiner **Dr. Binod Luitel, Professor (English Education) Research center of Educational Innovation & Development** for his suggestions, comments and feedback during viva voice of my thesis.

I am equally grateful to all my respected **Gurus and Gurumas** who taught and encouraged me to keep my work. I would like to extend my sincere gratitude to my **Father-in-law** who always helps, support and encouraged me to achieved higher education.

Eventually, I am extremely thankful to all my colleagues who continuously encouraged and helped me to accomplish this study. Last but not least, I am highly privileged to my **Husband Mr. Tekraj Bhattarai** for his kind support.

Muna Paudel

ABSTRACT

The present study entitled **Communication Strategies Adopted by secondary level Students in English Class** was an attempt to find out the classroom communication strategies used by secondary level students in learning English. The study was carried out by adopting the survey research design. To fulfill the objective of the study, I selected sixty students from four secondary schools of Kanchanpur district as the sample using non-random purposive sampling procedure. A set of questionnaire and observation checklist were used as research tools for data collection. The data were analyzed and interpreted both descriptively and statistically. The overall findings of the study show that exemplification, restructuring, guessing, use of comprehension check and use of mother tongue are the major strategies used by the students to make their communication and information more comprehensible and simplified in the class. Similarly, the highest number of the students used their mother tongue for solving vocabulary problems in communication. Likewise, the highest number of students expressed the meaning of new words through definition in their classroom communication.

This thesis has been divided into five different chapters. Chapter one is an introduction part which includes 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. The chapter two consists of review of the related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Likewise, the third chapter contains research which includes design of the study, population sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis, and interpretation procedures and ethical considerations; similarly, chapter four incorporates analysis of data and interpretation of results. Finally, last chapter deals with conclusion and implication. The overall discussion is followed by references and appendices.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>x</i>
<i>List of Abbreviation</i>	<i>xi</i>
Chapter I	
Introduction	1-5
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	3
Significance of the Study	3
Delimitations of the Study	4
Operational Definitions of the Key Terms	4
Chapter II	
Review of Literature	6-21
Review of the Theoretical Literature	6
Review of Empirical Literature	15
Implications of the Review for the Study	18
Conceptual Framework	20
Chapter III	
Research Methodology	22-25
Design and Method of the Study	22
Population, Sample and Sampling Strategy	23

Research Tools	24
Data Collection Procedure	24
Data Analysis Procedure	25
Ethical Considerations	25
Chapter IV	
Results and Discussions	26-56
Analysis and Interpretation of the Result	26
Analysis and Interpretation of the Data Obtained from Questionnaire	28
Findings	48
Chapter V	
Conclusion and Implication	57-60
Conclusion	57
Implication	57
Policy Related	58
Practice Related	59
Further Research Related	60
References	
Appendices	
Appendix - I : Questionnaire for Students	
Appendix - II : Classroom Observation Checklist	
Appendix - III : Community School's Students Response Copy	
Appendix - III : Institutional School's Students Response Copy	

LIST OF TABLES

Table No.	Titles	Page No.
1	The Detail of the Strategies used for Communication in Observation	26
2	Strategy using the Solve Problem while Speaking	29
3	Strategy of Finding the Meaning through Guessing	30
4	Strategy of Using Body Language	31
5	Strategy often Feel difficult to use	32
6	Strategy to Apply Mostly when Get Confused Regarding the Teacher's Questions	33
7	Strategy of Understanding the Teachers Classroom Lesson	34
8	Strategy of used Nearer Words While Getting Confused in Course of Communication	35
9	Strategy of Ten using New Words in order to Speak a Designed Meaning	36
10	Strategy often Asking Teachers and Friends if Became Confused	37
11	Frequency Strategy of not Speaking in the Confusion	38
12	Strategy often using Nepali Words while Speaking English	39
13	Strategy to be Interactive with Friends Inside or Outside the Classroom	40
14	Strategy does the Teacher Mostly use to Manage the Students Interaction	41
15	Strategy of the Weak Students Try to Make Smooth Communication	42
16	Strategy the Students Employ when their Friends are not Convinced to their Views in Communication	43
17	Strategies of when they have Problem in Listening	44
18	Strategies of the Students Continue their Communication when they have Grammatical Problem	45
19	Strategies of the Students Apply if there is the Situation of Breaking down Conversation	46
20	Strategies of the Students Express the Meaning of the New Vocabulary	47
21	Strategies to Provide the Meaning of New Words	48

LIST OF ABBREVIATIONS AND SYMBOLS

M.Ed.	:	Master of Education
FL	:	Foreign Language
L1	:	First Language
L2	:	Second Language
S.N.	:	Serial Number
N.L.	:	Native Language
S.L	:	Second Language