

**COMMUNICATION STRATEGIES USED BY
ENGLISH LEARNERS OF SANSKRIT SCHOOL**

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

**Submitted by
Dipendra Baniya**

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

2017

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Dipendra Baniya** has prepared this thesis entitled **Communication Strategies Used by English Learners of Sanskrit School** under my guidance and supervision.

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DECLARATION

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

Date:

.....

Dipendra Baniya

DEDICATION

Dedicated

to

My parents whose affection and inspiration brought me here.

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ABSTRACT

The present study entitled **Communication Strategies Used by English Learners of Sanskrit School** was an attempt to find out the communication strategies used by the English learners of Sanskrit school. The study was carried out by adopting the survey research design. To fulfill the objective of the study, I selected thirty students from two secondary schools of Kathmandu valley as the sample for the study by using simple random sampling procedure. A set of questionnaire and observation checklist were used as research tools for data collection. The data obtained from the respondents were analyzed and interpreted descriptively and quantitatively by using simple statistical tools like percentile. The major findings of the research study included that note-taking, listening for detail information and listening all kinds of listening materials were the major strategies used in listening communication. Similarly, questioning, cooperation and practice speaking through teachers' imitation were the major strategies used in speaking communication. Likewise, elaboration, exemplification, practice reading by using the words, phrases and sentences in meaning and practice reading by different activities were the major strategies used by the students to practice reading. In the same way, repetition, paraphrasing and copying with correction were the major strategies used in writing skill. Furthermore, synonymous and antonymous, contextualization and guessing were the major strategies used in vocabulary communication. Moreover, from the classroom observation, it has been found that note-taking, copying and questioning strategies were mostly used by the students in their classroom communication.

This thesis consists of five chapters. Chapter one is an introductory part. This chapter 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. 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 is methodology. It includes design of the study, population, sample and sampling strategy, research tools, sources of data (primary and secondary), data collection procedures, data analysis and interpretation procedures and ethical considerations. Similarly, chapter four incorporates analysis of data and interpretation of results. Finally, the last chapter deals with findings, conclusion and recommendations. The overall discussion is followed by reference and appendices.

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ABBREVIATIONS AND SYMBOLS

&	: And
CUP	: CambridgeUniversity Press
Dr.	: Doctor
Et.al.	: And others
Freq.	: Frequency
i.e.	: That is
M.Ed.	: Master of Education
OUP	: OxfordUniversity Press
P.	: Page
PP.	: Pages
Per.	: Percentage
Prof.	: Professor
Regd.	: Registration
SLA	: Second Language Acquisition
S.N	: Serial Numbers
TEFL	: Teaching English as a Foreign Language
TESOL	: Teaching to Speakers of Other Languages
T.U.	: Tribhuvan University
UN	: United Nations
Viz.	: Namely