

**COMMUNICATION STRATEGIES USED IN ENGLISH
CLASSROOM**

**A thesis submitted to the Department of English Education
In Partial fulfillment for the Master of Education in English**

**Submitted By:
Ramesh Ram Damai**

**Faculty of Education
University Campus, Kirtipur
Kathmandu, Nepal
2021**

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RECOMMENDATION FOR ACCEPTANCE

This to certify that **Mr. Ramesh Ram Damai** has prepared this thesis entitled communication **strategies used in English classroom** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

To

My parents and siblings whose affection and inspiration brought me here.

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: 2076-10-08

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Ramesh Ram Damai

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ABSTRACT

The present study entitled '**Communication Strategies Used In the English Classroom**' 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 thirty students from two secondary schools of Kathmandu valley as the sample by 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. In the same way, the highest number of students convinced to their interlocutor through exemplification. Similarly, from the observation, the major problems of students in their classroom communication have been found as; the use of mother tongue, limited linguistic knowledge, unintelligible pronunciation, and lack of grammatical knowledge.

This thesis has been divided into five different chapters. Chapter one is an introduction 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, 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 findings, conclusion and recommendations. The overall discussion is followed by references and appendices.

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ABBREVIATIONS AND SYMBOLS

i.e.	:	That is
M.Ed.	:	Master of Education
OUP	:	Oxford University Press
Prof.	:	Professor
Regd.	:	Registration
SLA	:	Second Language Acquisition
S.N.	:	Serial Number
%	:	Percentage