

CHAPTER- ONE

INTRODUCTION

The present study is on “Communication Strategies Used in English Classroom”. 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 definitions of the key terms.

1.1 Background of the Study

Communication is the process of sharing ideas, thoughts, emotions and information among people. As being social creature, human beings communicate to each other for sharing their feelings, thoughts, desires and information. Communication helps to connect the people by understanding each other. So, communication is taken as an unavoidable phenomenon in human society (as cited in Tarron , 1980 P. 144). People face various types of problems and difficulties in communication and there appears the need of communication strategies.

Faerch and Kasper (1983, as cited in Brown 1994, P.118) define communication strategies as “potentially conscious plans for solving what to an individual presents itself as in reaching a particular communicative goal”. They mean that the communication strategies are the ways to reach in particular communicative goal.

English has been extensively used in global communication. It has been used for national, international and intercultural communication. Harmer (2007) says that English is an entry requirement for much tertiary education in global market. So, Nepalese are also being attracted to learn English but they face various problems in course of communicating in English. And there are numbers of strategies to overcome from those communication problems and to communicate in a successful way.

Similarly, Tarone (1980, P.419) defines communication strategies as “mutual attempts of the interlocutors in which they agree on a meaning in where required meaning structures

are not shared”. We know that both speaker and hearer are involved in successful communication. Likewise, effective communication is the responsibility of both speaker and hearer, when the participants are aware of what they do not understand each other, they will resort to a number of strategies: paraphrase, transfer, avoidance and other.

According to Ellis (1996, P. 396), “The communication strategies are those strategies that learners use to overcome the inadequacies of their inter language resources”. Ellis suggests that communication strategies can be seen as a set of skills, which learners use in order to overcome their inadequacies in their target language. When learners fail to communicate because of their limited knowledge in the target language they have to find way to communicate in other ways. They can use some other strategies, for example: by imitating sounds, code switching or avoiding the topic. Communication strategies are the plans and practices to overcome from communication breakdown. They are the planned actions to continue the communication to make the healthy social relation. Human beings need the communication strategies in English to be touched with global village of information and technology.

1.2 Statement of the Problem

In the context of Nepal, communication in English and the strategies to be used have been an interesting area to conduct research in order to investigate into the types of communication strategies employed by the Nepali students of English in their communication. Therefore, this present study aims at identifying the communication strategies adopted at secondary level while communicating each other in the class. My study contributed to address some problems given in the following points:

- a) The communication strategies adopted by secondary level students when they face with potential communication breakdown.
- b) Students problems in classroom communication.

To sum up, issues related with communication strategies used in communication of students, factors affecting the selection of communication strategies in communication in

the class and students' low practice of communication in the class which hinders their overall command over English can be regarded as the salient problems. To overcome these problems, the findings of this study would play significant roles.

1.3 Objectives of the Study

The objectives of the study were as follows:

-) To identify the classroom communication strategies used by secondary level students English.
-) To find out students problems in classroom communication.

1.4 Research Questions

The research questions of this study were as follows:

-) What different communication strategies do the students use in English in the classroom?
-) What types of communication strategies do secondary level student tend to employ when they face potential communication break down?
-) What are their problems in classroom communication?

1.5 Significance of the Study

The communication strategies are crucially the key factors that affect the second language learners' rate and route of learning and communication competence. Which learning any target language, learners tend to comfort a lot of difficulties, problems and challenges. To solve these problems encountered in SLA, ESL and EFL students need to employ different strategies. In this regard, use of the appropriate communication strategies is necessary for the ESL/EFL learners to communicate their ideas, feeling etc. and to compensate the breakdown in communication for their mutual comprehensibility. In this sense, this study has pedagogical value. Moreover, this study is expected to be

significant to the students, teachers, syllabus designers, textbook writers, teacher trainers, education policy maker, English language experts and those who are directly or indirectly involved in teaching learning activities.

Furthermore, this study will contribute to maintain the effective teaching learning environment in the classroom. Similarly, this study is assumed as a source of further research in communication strategies.

1.6 Delimitations of the Study

The population of the study included the secondary level students of Kathmandu district. The study included the thirty students of two different schools. Similarly, the data collection was done through the use of questionnaire and class observation checklist. This research study was limited to the communication strategies in learning English by the students of secondary level. The study was based on survey research design. This study was limited to observation and questionnaire as tools. 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

The key terms used in the study have been defined in following ways:

Strategy: The plans and practices to overcome form any problems are known as strategies. In the context of this study, plans and practices to overcome through communication problem are strategies.

Communication strategies: The ways which an individual speaker employs to bridge the gaps between whatever he wished to communicate and the immediate linguistic resources for the mutual understanding are known as communication strategies.

Negotiation strategies: The strategies which are used by the interlocutors to make each other understand about their intended meaning in interaction.

Communicative competence: Communicative competence means the ability of language learners to use language accurately and appropriately in the context of use.

CHAPTER- TWO

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of the review of theoretical literature review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of the Theoretical Literature

This section is the review of different theories and approaches related to communication strategies.

2.1.1 Strategy

The word 'strategy' was originated from Greek word 'strategia' which means "art of troop leader; office general, command, generalship" also is a high level plan to achieve or more goals under conditions uncertainty (Tarron, 1980, P. 89).

To quote Ellis (1996, P. 79) the term came into use in the 6th century in East Roman terminology and was translated into western vernacular languages only in the 18th century. From then until the 20th century, the word 'strategy' came to denote comprehensive way to try to peruse political ends , including threat or actual use of force in a dilative of wills ' in a military conflict in which both adversaries interact.

Strategy is important because the resources available to achieve goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals and mobilizing resources to execute the actions. A strategy describes how the ends (goal) will be achieved by the means (resources) (as cited in Ellis 1996, P. 81).

Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

2.1.2 Learning Strategies

Normally a learning strategy consists of mental or behavioral activity related to some specific stages in the overall process of language acquisition. Many researchers have defined the language learning strategies differently since they became interestingly in area of the research interest in second language acquisition (SLA). although there is little agreement on the definition of learning strategy, Wenden et al (1987) perceived language learning strategies as “techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedures” (as cited in Chamot’s 1987, P.30) similarly, there are numbers of scholars who have defined the learning strategies focusing on various issues. In this regard, Bialystock’s (1978) definition of the purpose of learning strategies centers on enhancing language competence and Chamot’s (1987) on facilitating language learning. Oxford (1990) defines learning strategy is specific action behaviors or techniques that learners use to improve skill in L2. So, we could say that learning strategies refers to the deliberate attempt from the side of the learners to acquire L2 in the field of SLA, learning strategy is one of the main influential factors of determine the rate of language as given by Hedge (2008).

Language learning strategies have been classified variously by the various scholars. According to O Malley and Chamot’s (1990) framework of learning strategies, there are three major types of strategies which are distinguished from other in accordance with the information processing model. They are as follows:

) Meta cognitive strategies :

Meta cognition is defined as ' cognition about cognition ' or ' knowing about knowing '. It is awareness and understanding of one's thought process. It can also be defined as the knowledge and awareness of one's own thinking process and strategies, and the ability to consciously reflect and act on knowledge of cognition to notify those processes and strategies (as cited in Chamot 1987, P. 88). This is the process which leads students to be self-directed learners in the long run. They

have the ability to control and manage their thoughts and to put them in the right direction.

) cognitive strategies :

Cognitive strategies instruct to develop the thinking skills that will make the students strategic flexible learners. People use such strategies all the time, like; writing note to remember and important factors (as cited in Chamot 1987, P. 90). For some students cognitive strategies must be explicitly taught so that they will be able to consciously think. It helps making connections, forming preliminary interpretation, identifying main ideas, organizing information, extending schemata, directing the cognitive process and visualizing.

) socio- affective strategies :

Socio- affective strategies help learners to regulate and control emotions, motivations, attitudes towards learning, as well as help learners learn through contact and interaction with others. Socio- affective strongly considered the students relation to society as a whole ranging from family to global community. Among these strategies socio- affective strategies are considered as most essential ones in developing learner's skill. It deals with the learners interactions with others it means learning by interacting with others such as working with students or asking for help (as cited in Chamot 1987, P.92).

2.1.3 Communication Strategy

Communication strategies are useful to communication in L2 or foreign language which refers to the language other than mother tongue and earned almost after the acquisition of first language. In other words, while communication in foreign language; we need various types of plans, tricks and factices which are communication strategic.

Faerch and Kasper (1983 as cited in Brown 1994, P. 118) define communication strategies as “potentially conscious plans for solving what to individual presents itself as

in reaching a particular communicative goal”. They mean that the communication strategies are the ways to reach in particular communication goal.

Learners try to overcome from the problems of communication breaking. In other words, they want or try to continue their communication. To make the message acceptable to their interlocutors, they try through various plans, tricks and efforts to make sound communication are communication strategies.

To quote Ellis (1996, p. 396) “the communication strategies are those strategies that the learners use to overcome the inadequacies of their inter language resources”. Ellis suggests that communication strategies can be seen as a set of skills, which learners use in order to overcome their inadequacies in their target language. When learners fail to communicate because of their limited knowledge in the target language they have to find a way to communicate in other ways. For example: by limitation sounds, code switching or avoiding the topic.

In the course of learning a second language, learners will frequently encounter communication problems caused by a lack of linguistic resources. Communication strategies are the strategies that learners use to overcome the communication problems in order to convey their intended meaning. Strategies used may include paraphrasing, substitution, coining new words, switching to first language and asking for clarification. These strategies, with the exception of switching languages are also used by native speakers.

2.1.4 Stage of Communication Process

The communication process is an eight stage communication model that can help to improve communication skills. Pulisse (1990) has classified stage of communication process into following types.

-) Sender: The person who wants to communication.
-) Message: The information the sender wishes to communicate.

-) Encoding: How the message is to be communicated eg. Verbally or written.
-) Channel: How the message is sent eg. face to face or by email.
-) Receiver: The person to whom the sender sends the message.
-) Decoding: How the receiver understands or interprets the message.
-) Feedback: The receiver's response to the message.
-) Noise: Anything that might interfere with communication or reduce the chance of successful communication.

The sender will decide on the aim of their message and who the receiver is. From this, they will construct their message and determine how it is to be sent. To avoid miscommunication, it is important for the sender to keep their audience in mind when constructing their message and selecting their channel.

2.1.5 Types of Communication Strategies

There is not a single and most crucial strategy of communication various scholars have investigated different types of strategies but they are overlapped with each others. Brown (1994) has classified communication strategies into the following types:

-) Approximation: When the learners do not know the whole phrase they use the single target language vocabulary. Even though that is not correct that is sufficient to give understand Abu meaning. For example 'pipe' for 'water pipe' board for 'blackboard' etc.
-) Word coinage: creation of new word to communicate is known as word coinage strategy. For example, 'air ball' for 'balloon'.
-) Circumlocution: The process of communicating through the description of the characteristics of the object is circumlocution as 'playing thing' for 'ball'.

-) Language switch: The process of coinage or term rather than target one. For example, 'gilas' for 'glass'
-) Literal Translation: Strategy of using word for word translation from the native language is known as literal translation. For example, 'exchanging breath' for 'breathing' in Nepalese context.
-) Mime: If the learners are capable to produce sounds then mime is the strategy to continue the communication. It is the way of communicating through gesture or body language or using non-verbal or symbolic communication. For example making 'hand up' to tell 'high' or 'tall'.
-) Appeal for Assistance: When the learners ask for the help of their interlocutors to continue the communication that is known as appeal for help. For example, telling 'what is that?' to ask the ambiguity.
-) Topic Avoidance: Sometimes learners cannot be able to talk on target language items or structures because they do not have the knowledge about that at that time they change the topic of the conversation.

2.1.6 Criteria for Selecting Communication Strategies

Communication strategies can be seen as the attempts to bridge the gaps between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language interlocutor in real communication situation. Tarone (1980, p. 419) proposed a conceptual framework for use in defining communication strategies in a more clear way. The criteria to characterize a communication strategy are as follows:

-) A speaker desires to communicate a meaning X to a listener.
-) The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning X is unavailable or is not shared with the listener.

-) The speaker chooses to avoid-not attempt to communicate meaning x or attempt alternate means to communicate meaning x. the speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

Moreover, Tarrone (1980) more importantly states the “Three criteria are necessary in order to define the use of communication strategies, if any of these criteria is absent; we do not have a communication strategy” (P.420). Tarone (1980) further suggests that other kinds of strategies, such as learning strategies or production strategies vary from communication strategies because they lack one of these criteria.

2.1.7 Importance of Communication Strategies

Communication strategies are the ways to make people sociable and build rapport among them. These can be the ways of filling vocabulary gaps as Pulisse (1990) says communication strategic are the ways to lubricate the wheel of social communication. Communication strategies are the ways to compensate the gap between and among interlocutors. Learners of second language cannot be more proficient in L2 communication. So, communication tactics are needed in teaching learning field. Learners’ styles of learning can be found in various types as Ellis and Sinclairs (1981, as cited in Ellis, 1985) say that the teachers should be aware of learners’ styles of learning and those help to match the suitable strategies with learners. Some importance of communication strategies given by Ellis (2003) are as follows:

-) To continue the communication
-) To make meaningful communication
-) To encourage the learners to speak.
-) To bridge the gap between the linguistic knowledge of learners and their interlocutors.
-) To increase the co-operation between learners and teachers.

In this way, communication strategies help learners to keep their communication on and make it meaningful. In the context of teaching and learning foreign language, we never can avoid the place of communication strategies.

2.1.8 Breakdown in Communication and Use of Strategies

Communication may be disturbed because of various reasons such as the lack of perfect linguistic knowledge, the current and then international environment (e.g. formal, informal etc.) the interlocutors, psychological or emotional factors (e.g. anxiety, frustration etc.) and so on. Numata (2009 p.1) among these reasons the limited linguistic knowledge is the crucial factor for communication breakdown. Fairly speaking, when the smooth flow of communication is stopped, disturbed and ruined due to various reasons, then it is believed communication breakdown. Actually to compensate breakdown in communication and to enhance communication effectiveness, the interlocutors make use of different tactics, rational plans and strategies which are called communication strategies, moreover, even the non-verbal actions may act as a way of solving communication problems in communication. According to Numata (2009 p.2), there are two primary types of strategies that can be used to deal with a communication problem. They are ‘Communication strategies and negotiation strategies’.

In the field of SLA, Krashen’s (1985) input hypothesis, Long’s (1981, 1996) interaction hypothesis and Swin’s (1985 as cited in Krashen 1985) input hypothesis had a great impact on negotiation strategies research by emphasizing on nonnative speakers, whose linguistic knowledge is limited and who are more likely to face a communication breakdown. These three types hypothesis emphasized the crucial role of input and output as well as more importantly the effect of negotiation of meaning L2 acquisition was investigated with negotiation, that is negotiation research has been conducted to see how learners can benefit from negotiation strategies such as communication checks, clarification, requests and contribute to reinforce the level of mutual understanding in negotiated interaction.

2.1.9 Factors Affecting the Choices of Communication Strategies

In fact, there occurs gaps between the interlocutors in communication because of many reasons; they try to bridge a gap by applying different strategies in order to reach to the mutual comprehensibility. The interlocutors, in the process communication rely on different variable that affect the choice of Communication Strategies while compensating the communication breakdowns and reaching at the mutual understanding. Dong and Pong (2010, P. 71-72) In other words, there are some crucial factors which determine the speakers' choice of selecting Communication Strategies in interaction. Dong and Pong (2010, P. 71-72) forward the following variables as the most important factors influencing the choice of selecting of Communication Strategies which are briefly discussed.

a. Learners' Attitude

In general, a positive attitude towards the strategy leads to a high frequency of using it. Language learners' positive attitude towards achievement strategy, cooperative strategy and non-verbal strategy, for instance, leads to a learner's active use of these strategies. In this regard, we may speculate that the learners' attitude has greater influence on the use of strategy in the natural learning context.

b. Learners' level of L2 proficiency

The proficiency level of a learner i.e. speaker may influence his/her choice of communication strategies. Tarron (1977) notes that the regular students whom she investigated preferred reduction to achievement strategies (as cited in Dong and Pong, 2010, P.71) and Ellis (1985) found out that one of the learners in longitudinal study choose reduction strategies in the earlier stages, but increasingly resorted to achievement strategies as he progressed. Generally speaking, highly proficient learners tend to use achievement or L2 based strategy such as paraphrase, whereas, the learner of limited proficiency prefer reduction or L1 based strategy.

c. Learners' Personality

The learners' personality may also affect the choice of Communication Strategies based on the approach of storytelling. Tarone (1971) suggests that personality has a very close relation with the choice of Communication Strategies (as cited in Dong and Pong, 2010, P. 71). Corder (1978 as cited in Dong and Pong, 2010, P. 71) also suggests that learners with risk avoiding personalities prefer reduction strategies and learners with risk taking prefer achievement strategies.

d. Learning Situation

The learning situation in which the learner has learned his/her inter lingua seems to be very powerful. For example, learners may use fewer strategies in the formal classroom setting than in daily actual communication, especially when the teaching focus is on accuracy of L2 use rather than on the fluent communication. The learning situation may also influence the type of communication strategy employed.

e. Communication Context

Communication context is also an influencing factor which affects a learner's preference of particular communication strategies. The learners' communicative experience and how he assesses the context tend to determine his/her choice of communication. For example, communication with a teacher in the language classroom may result in one use of language, and communication with a friend in social setting may result mother use of language.

f. Nature of Problems

The nature of problems is related with the choice of Communication Strategies. Faerch and kasper (1983) claim that problems which related to fluency and accuracy are special factors in that they often lead to language users' non-use of the most apparent parts of his interlingua system.

To conclude, in the process of communication, different variables that affect the choice of communication strategies while compensating the communication breakdown. Those factors play an important role in determining the success and the failure of successful communication.

2.1.10 Problems in Classroom Communication

Speaking is not given a due priority in language class in the context of Nepal. It seems the teachers speak more and the students remain as passive listeners. As a result, successful communication cannot take place in the classroom. In many classes, the learners practice only controlled activities, i.e., the activities in which they can use only language that has just been taught. These are the very limited kind of speaking activities because they just focus on accuracy in speaking and not on communication, interaction and fluency.

Some of the communication problems given by Ur (2010) are as follows:

a. Inhibition

It is one the biggest problems in students that due to the fear of making mistakes, they do not try to speak in the classroom. This inhibits them to be a fluent speaker in second/target language.

B. Nothing to say

Students do not have any motive to express as they say they do not have anything to speak which keeps them backward in speaking.

c. Low or uneven participation

It seems in the classroom that only talented and talkative students participate more in speaking activities and deserved/introvert students do not participate or they participate very less in speaking activities which creates a problem to balance in the participation of speaking activities for all.

d. Use of mother tongue

Generally non native speakers think in their mother tongue at first and then only they translate into the second/target language to express their feelings. They feel easy and comfortable to express in their mother tongue which motivate them to use mother language instead of second/target language consequently, the students get less exposure to the target language and cannot get mastery in speaking.

2.2 Review of Empirical Literature

The researches which are reviewed are conducted in different foreign contexts and Nepalese and are from different books, journals, articles and theses. Some of the articles, books, journals and theses that I have reviewed are as follows:

Dahal (2008) carried out a research on ‘Communication Strategies Used by Secondary Level English Teachers and Students’. The main purpose of her study was to find out the types of communication strategies used by secondary level English teachers and students and analyze them in terms of their frequency. Survey research design was used and simple random sampling procedure was used 40 teachers and students were sample and, observation checklist and questionnaire were the research tools. As a result, she found out that guessing is the most frequent strategy used by the students, whereas, simplification is more useful communication strategy applied by the teachers to make the students understand.

In the same way, Ghimire (2011) conducted a research on ‘Communication Strategies Used by Higher Secondary Level Students’. The purpose of the study was to find out the types of communication strategies used by the students. She employed the simple random sampling procedure, and the observation form and the questionnaire were used as research tools. She sampled on 30 students. The result of her study shows that nearly 75% students preferred to ask questions to their teachers if they do not understand the lesson and 25% students preferred to switch their language to keep the communication going on.

Likewise, Chaudhary (2011) conducted a research on 'Learning Strategies Used by Class Topper of Higher Secondary Education'. His Objective of the study was to investigate the learning strategies used by the topper students. The survey design was adopted as research design and questionnaire was used as data collection tool. Non random and purposive sampling strategy was used and sixty students were used in the study. The finding was that the topper students adopted guessing strategies even they do not know the exact meaning. So that, they become more active in the classroom and teacher can identify their weaknesses so that the students can improve themselves.

Dhakal (2012) carried out a research on 'Communication Strategies Adopted by Teachers and Students at B.Ed. level' the major purpose of her study was to investigate the types of communication strategies adopted by B.Ed. level teachers and students. She has employed the purposive non-random sampling. In order to collect the data, the questionnaire and observation were used as the main research tools, and 30 teachers and students were used as sample. As a result, she found out that guessing is the most frequent strategy used by students, whereas, paraphrasing and simplification are frequently applied by the teachers to make the concept clear.

Abunawas (2012) carried out a research on 'Communication Strategies Used by Jordanian EFL Learners'. The main objective of the research was to analyze the relationship between learners' proficiency and the use of communication strategies either based on L1 or L2 based. The survey design was used as the tool to collect the data. The major findings of the study were the higher the proficiency of the students the lower the use for L1 based communication strategies.

Baniya (2017) carried out a research on 'Communication Strategies Used by English Learners of Sanskrit School'. Survey research design was used in his study. The purpose of his study was to find out the communication strategies used by English learners of Sanskrit school. 30 students were the sample and he has employed simple random sampling procedure. A set of questionnaire and observation checklist were used as research tools for data collection. As a result, he found that note taking; copying and

questioning strategies were mostly used by the students in their classroom communication.

The present study "Communication Strategies used in English Classroom' is different from above mentioned researches. The above mentioned researches talk about communication strategies in general. The present study is different in the sense that it is more specific. It investigates into classroom communication strategies of the students and their problems in communication.

2.3 Implications of the Review for the Study

The literature review is an essential as well as integral part of the entire process of research which contributes to provide insight in almost each and every operational step in conducting the research work. The reviewed study helped me to expand the horizon of knowledge related to the study.

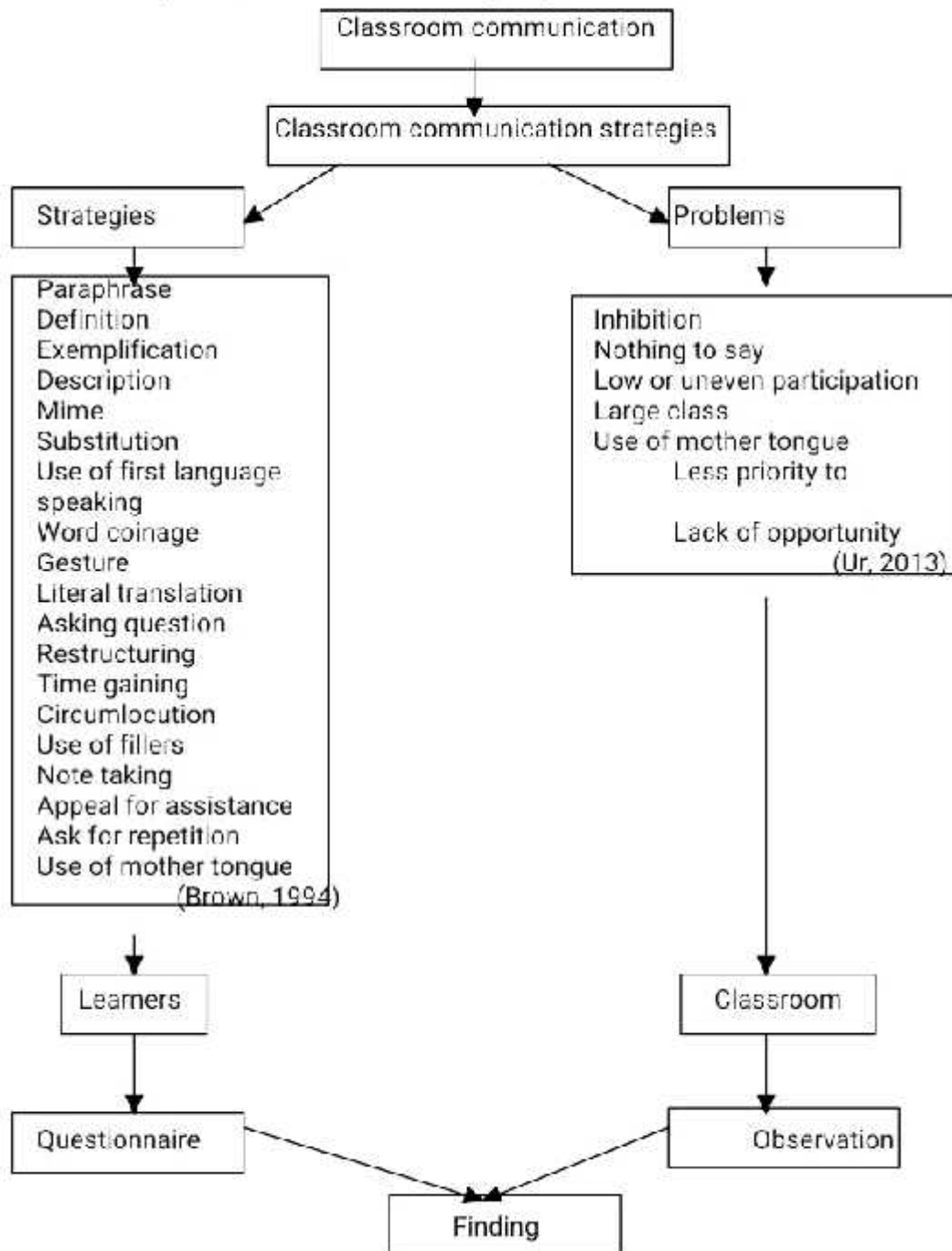
The study by Dahal (2008) is beneficial to know the role of motivation in the use of different strategies of communication. The study by Chaudhary (2011) helped to know the relationship between learning strategies and communication strategies. Similarly, the study by Ghimire (2011) played the beneficial role to determine the tools for the study and interpret the result of the study. In the same way, the study by Abunawas (2012) plays supportive role in determining the objective and the research questions for the study. Likewise, the study by Dhakal (2012) played the beneficial role to understand the conceptual framework more comprehensively. In the same way, the study by Baniya (2017) helped to write the statement of the problem more clearly. Some salient implications of the literature review for my study are given in the following points:

-) Firstly, the reviewed works provided the theoretical background to the study and helped to broaden the knowledge in the research area.
-) Similarly, review of the empirical literature helped to conceptualize and develop the conceptual framework and to bring clarity and focus to the research questions.

-) Review of the different approaches of communication strategies factors affecting the choice of Communication Strategies types of communication and criteria for Communication Strategies helped me to acquaint with different dimension of communication strategies which are the crucial elements of my study and with the importance of Communication Strategies use by the students in their classroom interaction to be communicatively competent and enhance the proficiency in English.
-) It helped me to identify the types of communication strategies employed by the student like as paraphrase avoidance, transfer and so on.
-) It helped me to differentiate communication Strategies from other strategies on the basis of the criteria for communication strategies and to identify the factors affecting the choice of communication Strategies use as well as different nature of learners like risk taking, risk avoiding, analytic and so on.

2.4 Conceptual Framework

The conceptual framework of this study is given below:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methodological concerns of the study at the time of field work. The following methodology was adopted to fulfill the objectives.

3.1 Design of the study

Any research study needs systematic plan, rigorous practice and specific method to achieve fruitful and true result. There are many designs to carry out research study because no single design can be fit and final to carry out all types of studies. So, it is the choice of the researcher to choose the specific design related to the nature and the characteristics of his/her study and which can be helpful to meet the objectives of the research as well. Here, the present study was a survey on communication strategies.

Survey design is a kind of research design which is used to carry out the study that includes or represents a large number of populations. It is used to collect the view, attitude, perception and reach ability of the target population. Cohen and Manion (1985, as cited in Nunan, 1992, P.140) define survey research as “the most community used descriptive method in educational research, and may vary in scope from large- scale governmental investigation through small scale carried out by a single researcher”. They mean that it is the research design for the investigation of large to small scale.

According to Nunan (1992), “the purpose of survey is generally to obtain a snapshot of conditions attitudes, and/ or events in a single point in time” (P.140)

3.1.1 Process of Survey Research

To carry out survey on classroom communication strategies, I followed the following process given by Nunan:

At first, I defined objective of the study which helped me to figure out the clear way to carry out the research. After the formulation of the objectives, then I concerned towards the population of my study. Next, I went through other related studies of various

researchers. Then, I selected the population for my study. Next, I chose the tools for the collection of data. Observation and questionnaire were the major tools of my study. In this stage, I followed the procedures of survey research. I went in the field, contacted to the authority, visited the target population, applied the tools, collected the data, analyzed and interpreted the data, made the results, finding and the conclusion. In this stage, I analyzed the data both qualitatively and quantitatively. At last, I prepared the summary, finding, conclusion and recommendation of the study.

3.2 Population, Sample and Sampling Strategies

The population of this study was all the secondary level students of Kathmandu valley. The required sample consisted of 30 secondary level students of Kirtipur Secondary School, Kirtipur and Biswa Rastriya secondary school, Kirtipur. I observed 10 classes there. The respondents were selected by the use of simple random sampling.

3.3 Research Tools

Research tools are the key elements of any research work. Observation, checklist, researcher's diary and questionnaire were the major tools of my study. The questionnaire consisted of only close ended questions.

3.4 Sources of Data

The primary sources of data were 30 students and 10 class observation of secondary level.

Different related books, theses, articles were used as secondary sources of data in this study.

3.5 Data Collection Procedures

In order to collect the authentic data, at first, I went to both Kirtipur Secondary School, and Biswa Rastriya secondary School Kirtipur, Kathmandu. Then, I explained the purpose of my visit, asked for permission with the authority and built rapport with the concerned people. And then, I talked to the principal of both the Schools and explained

them about the purpose of the research. After that, I established the good rapport with English teachers and explained the purpose of my research. Then, I established the rapport with the population of my study and informed them the purpose of my study. And then, I observed ten English classes in both the schools and filled up checklist. Then I administered the test for 30 students. Finally, I thanked to the concerned authorities and the respondents for their kind cooperation and assistance.

3.6 Data Analysis Procedures

Generally, data in survey research seem suitable to keep in both qualitative and quantitative method. In this research, collected data were analyzed with the help of some statistical tools as tables, frequency count, and percentage. The data were analyzed and interpreted by the use of both qualitative and quantitative methods. To complete this study, I collected data from the questionnaire and class observation. The results are derived on the basis of analysis and interpretation of collected data. Altogether twenty questions were administered to find out the communication strategies used by the secondary level students. And I observed ten classes to find out the strategies that they used in classroom communication

3.7 Ethical Considerations

As the research involved human beings as participants, before commencement of the study, approval was taken from Tribhuvan University. After obtaining approval, the researcher went to Kirtipur Secondary School and Biswa Rastriya secondary school Kirtipur to introduce the research and invited the voluntary participation. A participant information statement and consent form were handed out to the students and they were given one day to make decision about participation. It was clearly explained to the students that participation is voluntary and they were assured that all identifiable personal information will be strictly kept confidential and that no names will be mentioned in the thesis as well as in any publication resulting from the thesis.

CHAPTER-FOUR

ANALYSIS AND INTERPRETATION OF DATA

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

4.1 Analysis of Data and Interpretation of Result

On the basis of collected data, the results have been analyzed and interpreted through both qualitative and quantitative method. The data have been quantitatively presented at first by using statistical tools as tabulation and percentage. Similarly, the data have been interpreted on narrative form.

4.1.1 Classroom Communication: Strategies and Problems

I observed ten classes of the students in two different schools to find out the communication strategies used by the second level students. I noticed some problems that they faced during the conversation and interaction in class. The strategies are discussed in relation to propose of use. The following subsections present the details:

a. Strategies used to avoid breakdown in communication

To continue the smooth conversation even in the situation of breaking down the flow of conversation, the students used various types of Communication Strategies in class. In fact, the situations of breaking down smooth conversation were taken into account with greater emphasis and students' application of various Communication Strategies were observed, marked in observation checklist and noted down in diary. The various communication strategies employed to compensate the communication break. The most frequently used strategies to avoid break down in students' interaction were code switch, gesture, use of fillers, and restructuring. The students made use of these strategies to maintain the flow of conversation even in the situation of communication breakdown. For example there was a situation where some of the students were having a conversation in class and during their conversation they faced some problems in choosing the proper vocabularies. To be more specific, a student said 'please bring me a gilasa of water',

instead of glass. In the same way, many of the student used fillers so many times in their communication, for examples, um, like, okay, right and you know to think over what to say next.

b. Strategies to make class more communicative

During the class observation of this study, I came to see that students used various types of communication strategies in order to make class more communicative which were minutely observed, marked and noted down in diary with greater consideration in class. The students used different communication strategies to make class more communicative. They applied different strategies when they faced difficulties in interaction in class. The most frequently used strategies to make the class more communicative were asking questions, exemplification, use of comprehensive check and asking for repetition. The students asked questions to the teachers and discussed for sometimes which created more communicative environment in class. Some students asked some interesting question to the teacher and that helped make the class more interactive.

c. Strategies to Express the Meaning of New Vocabularies

The interact situations where students were found unable to convey the exact meaning of new vocabularies were taken into account and use of various types of Communication Strategies to remove communicative difficulties in interaction was observed in the class. The various types of Communication Strategies used by students to express the meaning to new vocabularies when they were unable to convey exact meanings of them in interaction in class were observed. The most frequently used strategies were synonym, antonym, word coinage, gesture, explanation and checking dictionary. During their communication in class when they encountered with new vocabulary 'the ballon' and they said it as 'air ball' which means the students used word coinage strategy. Similarly the students expressed the meaning of new vocabulary through gesture. For example making 'hand up' to 'high' or 'tall'.

d. Strategies for avoiding Confusions

In order to find out the strategies that students applied when they are not sure about their in interaction in class, their interactions were observed and the situation where they got confused in answering the interlocutors' questions were taken into considerations during class observation of this study. The students also used various types of Communication Strategies in interaction in class. For example there was a situation where a student was asked by the teacher and the student seemed quite confused about his answer and he applied different strategies. Sometimes he asked for confirmation, asked for repetition, used mother tongue and sometimes he avoided topics and asked for assistance. The students also were found of using guessing strategies to remove confusion.

e. Strategies to Convince Other

During the class observation of this study, it was found that the students were initially not seen agreed with each other on the views put forward in interaction in class. They also used various Communication Strategies in order to make each other convince on their views about the topic of their conversation. The strategies that students employed in the class were description, restructuring, repetition. The students also tried to convince through exemplification and literal translation. For examples, there was a conversation between two students in class. In the middle of the conversation, one student's ideas got misunderstood to his partner. So in that situation he tried some strategies to convince him. He sometimes restructured his statement, sometimes gave some examples and sometimes described in simple language.

f. Strategies to Confirm the Possible Answers

The Communication Strategies which were presented in observation checklist were observed and marked, and other additional strategies that appeared in their communication were noted down in diary. All the strategies employed by students for confirming their possible answers while communicating with teacher in classroom were exemplification, synonym, ask for clarification; ask for repetition, use of comprehension check, and guessing. For example, once the teacher asked question to the whole class and

students expressed their answer and teacher was not satisfied with the answers. So the students sometimes asked for clarification, asked for repetition, sometimes students responded like, it is right, am I right to confirm their possible answer.

g. Strategies Used to Continue Communication

The students with low proficiency in English who seldom Participated and remained inactive in the class were mainly observed. The various strategies used by less proficient students in their communication were time gaining, restructuring and use of fillers, ask for assistance and ask for clarification. For example, there was an interaction between the teacher and a student who was less proficient than others. And during the interaction I could feel and see that the student used fillers, asked for assistance asked for clarification and restructured his sentences to continue his interaction with teacher.

h. Strategies used to have clarity on Teacher's Questions

When the students got confused regarding the teacher questions they were trying to keep the communication going on by applying various Communication Strategies. In order to find out the different communication strategies used to remove confusions, teacher-students' interactions were observed and the various strategies that appeared in their interactions in the class were marked on checklist and noted down in diary. The Communication Strategies used by the students in class were asking for clarification, use of mother tongue, guessing answers, appeal for assistance and topic avoidance. For example, when the teacher asked question, if the students didn't understand it, they asked the teacher for making it clearer. Sometimes students used their mother tongue to have clarity on teacher's questions.

i. Strategies to Express Intended Information

During the class observation, I observed that mostly students with low proficiency in English appeared with the worry of making errors in front of the teacher which attempting to express their intended information. Those types of students employed various Communication Strategies in order to make each other understand about their intended meaning in class. The strategies that were used by the students in class were

literal translation, use of mother tongue, time gaining and exemplification. The students also used circumlocution and restructuring in their communication. For example, there was situation in which the teacher asked a question to a student and due to the student's low efficient in English, he could not be able to express his intended information so to express his intended in formation he used mother tongue to express his ideas. And sometimes he restructured his sentences. There was one sentence he used while speaking. Last night I had problem in exchanging breath instead of breathing. It means he used literal translation strategies to express his interfiled information.

j. Strategies used by Students to negotiate the meaning of new words

Likewise, students used a few strategies to negotiate the meaning. From the observation, I came to see that the students used different types of strategies to know new words used by teacher. In this regard, the students' application of Communication Strategies to know new words used by teacher were minutely observed and classified. The students used different types of strategies such as guessing meaning from text, asking for repetition, comprehensive check and gesture. The students also used circumlocution and use of mother tongue. For example, once the teacher asked a question to the students and the question contained some new words and the students seemed quite confused about what its meanings. So some of the students guessed the meaning of new words from context, some of them asked for repetition and some of them used their mother tongue.

k. Frequently Used Strategies by Boys

In order to find out the frequently used strategies by boys during their communication in class, their interactions were observed. The most frequently used strategies by boys were restructuring, guessing, gesture, word coinage, use of mother tongue and exemplification. For example, during the observation, it was clear that the boy students wanted to continue their communication by applying various strategies, when they were not sure about their answers they just guessed the meaning from context and tried to keep the communication going on. Similarly, in many of the context, they tried to express the meaning through gestures without any hesitation. There was one situation, where student had to say 'dog

barked at me' but he said 'dog did wooh wooh at me' with gesture and it was very clear to understand what he was trying to say.

l. Frequently Used Strategies by Girls

In order to find out the strategies that the girls frequently used in class during their interactions with each other and teacher in class, they made use of different types of communication strategies in communication in class and their interactions were minutely observed and noted down in the diary, their frequently used strategies were guessing, description, appeal for assistance, questioning, use of fillers and use of mother tongue. For example, during the observation I came to see that the girl students applied various strategies in communication. They asked questions when they confused and tried to express the meaning through guessing. In many of the conversation, they appealed for assistance and kept their communication going on.

m. Students' mostly used strategies used in communication

In order to find out the students' mostly used strategies to use in communication in class, the students' interactions with each other and with teacher were observed and the more frequency strategies used in interactions were observed and noted down in diary. The most frequently used strategies in communication were restructuring, simplification, literal translation, use of comprehensive check, asking for repetition, asking question and use of mother tongue. During the observation, I came to see that, the students used various strategies which they felt easy to use in communication. In most of the interactions, they asked questions, if they didn't understand the ideas, then they continued to communicate. Similarly, they used literal translation strategies to continue their communication. Likewise, most of the students used their mother tongue to keep communication going on in most of their interactions in class.

4.1.2 Students' Problems in Classroom Communication

I observed ten English classes of secondary level in two schools where I found out that the speaking was not given a due priority in language class. It seemed the teachers were

speaking more and the students remained passive listeners. In many classes the learners practiced only controlled activities, i.e., the activities in which they could use only language that has just been taught. The main problems that I observed in class are as given below.

-) The students had problems in listening, speaking reading and writing. In most of the class, I observed that when the teacher spoke a bit faster than the student did not understand teacher's words properly: and most of the students had unintelligible pronunciation which was difficult to understand.
-) They didn't have sufficient vocabularies which created problems for them to communicate.
-) The students were weak in grammar; they didn't have much knowledge in tense.
-) It seemed in the class that only talented and talkative students participated more in speaking activities.
-) Most of the students did not have any motive to speak as they said they did not have anything to say.
-) Some of the students were found that the fear of making mistake they did not try to speak in the class.
-) There was also maximum use of mother tongue instead of target language.

4.1.3 Communication Strategies to the Students

I administered twenty statements for thirty students of two schools to find out the classroom communication strategies to them. The overall analysis and interpretation of the data obtained from questionnaire is given below in the table:

Table 1 : Summary of Student's Communication Strategies

S.N.	Items	Responses							
		Always		Sometimes		Never		Total	
		N	%	N	%	N	%	N	%
1	Finding out the meaning through guessing	2	6.66	26	86.66	2	6.66	30	100
2	using body language	3	10	21	70	6	20	30	100
3	Using nearer words while getting confused in course of communication	2	6.66	25	83.33	3	10	30	100
4	Using new words in order to express a desired meaning	5	16.60	15	50	10	33.33	30	100
5	Using Nepali words while speaking English	10	33.33	16	53.33	4	13.33	30	100
6	Asking teachers and friends if you become confused	10	33.33	20	66.66	0	0	30	100

The table 1 shows that students response on the use of strategies. The item included in the table above was designed to measure how often do the students used communication strategies to express their desired information.

The questions 1 in the table was meant to know how often they make correct guessing. The table shows that the majority of the students i.e. 86.66 % sometimes find their meaning through guessing. Only an insignificant number i.e. 6.66 % of the students always make correct guess, while 6.66% of the students never find the meaning through guessing.

Responding to second statement 2.70% of the students sometimes use body language during their interactions. And 20% of them never use body language and only 10% of them always use body language during their interactions.

Statement 3 was to find out the students ability to continue their conversation without breaking down the communication the table shows that the majority of the students i.e. 83.33% of total sometimes use nearer words while getting confused in course of communication. And 10% of the students never use the nearer words. It also shows that 6.66% of the students always use nearer words while getting confused.

Statement 4 was to find out the students vocabulary knowledge for their ability to used new words in order to express a desired meaning. The table shows that the majority of the students 60% sometimes use new words. While 33.33% of them always use new words in order to express their desired meaning and only 13.33% of the students never use new words.

Statement 5 in the table was meant to know have often the students use Nepali words while speaking English. The above table shows that the majority of students i.e. 53.33% sometimes use Nepali words while 33.33% of them always use Nepali words in their communication in English. And only 13.33% of them never use Nepali words.

Statement 6 in the table was meant to know how often they look for assistance to make the conversation smooth. The table shows that the majority of the students i.e. 66.66 % students sometimes ask to their teacher and friends and 33.33% of them always appeal for assistance to their teachers and friends.

Table 2 : Summary of Student’s Communication Strategies

S.N.	Items	Responses	N	%	Total	
					N	%
1	Problem solving strategies while speaking	Use of body language	5	16.66	30	100
		Avoid the lesson	0	0		
		Use of first language	15	50		
		Appeal for assistance	10	33.33		
2	Difficult strategies	Translation	16	53.33	30	100
		Mime	8	16.66		
		Substitution	9	30		

3	Strategies for confused questions	Guessing answers Appeal for assistance Asking for clarification	8 5 7	26.66 16.66 56.66	30	100
4	strategies for understanding lesson in class	Through translation in Nepali Through description in Nepali Through body language	20 9 1	16.66 30 3.33	30	100
5	Strategies to be interactive	Use switching Use translation Use description	15 10 5	50 33.33 16.66	30	100
6	Teacher's strategies for interaction	Asking question Demonstration Giving lecture	19 6 5	63.33 20 16.66	30	100
7	Strategies for asking questions	Using first language Using English with body language I do not ask	18 10 2	60 33.33 6.66	30	100
8	Strategies used by weak students	Use of fillers Appeal for assistance Use of mother tongue Gesture	4 5 16 5	13.33 16.66 53.33 16.66	30	100
9	Strategies for convincing to interlocutor	Circumlocution Exemplification Generalization Literal translation	4 13 4 9	13.33 43.33 13.33 30	30	100
10	Strategies for solving listening problems	Ask for repetition Ask for confirmation Avoidance Express non understanding	20 6 2 2	66.66 20 6.66 6.66	30	100

11	Strategies for grammatical problems	Use of mother tongue	12	40	30	100
		Circumlocution	3	10		
		Exemplification	10	33.33		
		Description	5	16.66		
12	Strategies for breaking down the smooth conversation	Topic avoidance	2	6.66	30	100
		Code switch	13	43.33		
		Gesture	6	20		
		Exemplification	9	30		
13	Strategies for finding out new vocabularies	Topic avoidance	1	3.33	30	100
		Use of mother tongue	14	46.66		
		Word coinage	9	30		
		Gesture	6	20		
14	Strategies for new words	Antonym	5	16.66	30	100
		Definition	13	43.33		
		Synonym	11	36.33		
		Mime	1	3.33		

Statement 1 in the table was meant to know the problem solving strategies while speaking. The table shows that the majority of the students use their first language for solving problems while speaking, which is the 50 % of total students. Similarly, 33.33% of the total students responded that they appeal for assistance, and 16.66% of the total students use their body language to solve the problems while they speak.

Analyzing the responses to Statement 2, the 50% of total students feel difficult to use translation strategy. Similarly, 30% of total students feel difficult to use substitution, and 9% students feel difficult to use mime strategies.

Statement 3 in the table was meant to know the students strategies regarding confused questions. The above table shows that 56.66 % of the total students ask for clarification when they confused, and 26.66 % of students guess the answers. Likewise, 16.66 % students appeal for assistance when they confused regarding teacher's questions.

Statement 4 in the table was to find out the students strategies to understand the teacher's classroom lessons. The above table shows that the 66.66 % of the students understand the lesson through translation in Nepali and only 1 % students understand the lesson through using English with body language.

Statement 5 in the table was meant to know the students strategies to interact with each other inside or outside the classroom. The above table shows that 50 % of the students switch their code to be interactive, and 33.33 % of the students use translation strategy. Likewise, 16.66% of the total students use description strategy to be interactive in and outside the class.

Statement 6 was meant to know the teacher's strategies for interaction inside the class. The table shows that the 63.33 % of the students responded to asking questions, it means that the teacher uses asking question strategy for interaction, and 20 % of the students responded to demonstration strategy. Likewise, 16.66 % the students responded to giving lecture. It means that teacher gives lecture.

Statement 7 was meant to know the students strategies to ask questions to the teacher. Above table shows that 60 % of the students use their mother tongue to ask questions, and 33.33 % of the students ask in English with body language. Similarly, 6.66 % students do not ask questions inside the class.

Statement 8 was meant to know the weak students' strategies to make smooth communication in the class. The above table shows that 53.33 % students use their mother tongue to have smooth communication. Likewise, 16.66 % students appeal for assistance and the same % of the students use gesture to manage the smooth communication, and 13.33 % of the students use fillers to manage the smooth communication.

Statement 9 in the table was to find out the students strategies for convincing to interlocutor towards their views. The table shows that the 43.33 % of the students give examples to convince their interlocutors. Likewise, 30 % of the students use literal

translation, and 13.33 % of the students use circumlocution and same % of the students use generalization strategy to convince to the interlocutors towards their views.

Statement 10 in the table was meant to know the students strategies for solving listening problems. The table shows that 66.66 % of the total students ask for repetition when they don't listen properly. Similarly, 20 % of the students ask for confirmation, and 1.66 % students express non-understanding while they have problems in listening and same % of students avoid the lesson when they don't listen properly.

Statement 11 in the table was to find out the students strategies for solving grammatical problems in their communication. The table shows that 40% of the students use their mother tongue to solve the grammatical problems. Likewise, 33.33 % of the students give examples, and 16.66 % students use description strategy and 10 % students use circumlocution strategy to solve their grammatical problems.

Statement 12 in the table was to find out the students strategies in the situation of breaking down their smooth communication. The table shows that 43.33 % of the students switch their code to maintain their interaction, and 30 % students use exemplification strategy, and 20 % of the students maintain their smooth conversation through gesture. Similarly, 6.66 % of the students avoid the lesson when there appears the situation of breaking down smooth conversation.

Statement 13 in the table was meant to know the students strategies to express the meaning of new vocabularies. The above table shows that 46.66 % of the students use their mother tongue to express the meaning of new vocabularies, and 30 % of the students use word coinage strategy. Likewise, 20% students use gesture and 3.33% students use topic avoidance strategies to express the meaning of new vocabularies.

Statement 14 in the table was meant to know the students strategies to express the meaning of new words. The table shows that 43.33% students express the meaning of new words through synonym and 36.66% students use definition strategy. Likewise, 16.66% students express through antonym and 3.33% students use mime strategy to express the meaning of new words.

4.2 Summary of the Findings

This study entitled 'communication strategies used in the English classroom' was carried to find out the students' communication strategies and their problems in classroom communication. Twenty different questions were used in the questionnaire and class observation was also done to collect the data. The major findings of the study are listed below.

- a) The strategies mainly used by the students in their interaction were exemplification, guessing, restructuring, comprehensive check, use of mother tongue, code switch, literal translation and gesture for solving problems to continue their communication in the class, and according to their responses in the questionnaire, 50% students use first language, 33.33% students appeal for assistance and 16.66% students use body language to solve their problems while speaking.
- b) Similarly, it has been found that the most frequently used strategies to be interactive in classroom communication were guessing, use of first language, code switch, asking for repetition, and literal translation and according to their responses in the questionnaire, 50% students switch their code, 33.33% students use translation and 16.66% students use description strategies to be interactive in the class.
- c) Likewise, it was found that the students employed description restructuring, repetition, literal translation and mother tongue in their communication to convince others, and according to their responses in the questionnaire, 43.33% students responded to 'exemplification', 30% students responded to 'literal translation', 13.33% students responded to 'circumlocution' and 13.33% students responded to 'generalization' strategies to convince the interlocutors towards their views.
- d) In the same way, it has been found that appeal for assistance, use of other tongue use of literal translation and restructuring strategies were used for solving

grammatical problems in speaking and according to their responses in the questionnaire that 40% students responded to 'use of mother tongue', 33.33% students responded to 'exemplification', 16.66% students responded to 'description', and 10% students responded to 'circumlocution', for solving their grammatical problems in communication .

- e) Similarly, according to their response in the questionnaire that 43.33% students responded to 'definition', 36.66% students responded to 'synonym' , 16.66% students responded to 'antonym' and 3.33% students responded to 'mime', to express the meaning of new words in their communication.
- f) From the class observation, it has been found that the major problems of the students in communication were use of mother tongue, inhibition, limited linguistic knowledge, unintelligible pronunciation and lack of grammatical knowledge.

UNIT-FIVE

CONCLUSION AND RECOMMENDATIONS

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

5.1 Conclusion

Since communication is regarded as the transmission and reception of information between a speaker and hearer by using a signaling system, it is viewed that Communication Strategies are in pivotal position which significantly help in transmission and reception of message in communication. In this sense, Communication Strategies can be regarded as a backbone in interaction which eventually supports learners to be communicatively competent over language being learnt. So, Communication Strategies are attempts to compensate the gaps between the linguistic knowledge of second language learner and the linguistic knowledge of target language interlocutors in real communication situation. In this regard, Communication Strategies heavily facilitate the second language acquisition in real sense.

During the observation of classes, I came to notice that the students were less competent in English due to insufficient practice of interaction in English and lack of use of Communication Strategies in interaction in class. And the findings of this study also show that use of mother tongue, inhibition, limited linguistic resources, unintelligible pronunciation and lack of grammatical knowledge as major problems. common finding in various researches is that all the language are facilitated by Communication Strategies to communicated skillfully in the target language, to solve communication breakings occurred due to the various factors and establish smooth communication for the mutual understanding. Moreover, Communication Strategies directly help language students to learn language being learnt in more efficient way.

Results of this study also pointed out the profound need of communicative environment in class and suggested that the key role of Communication Strategies to make students

communicatively competent and get full command over English. Regarding the current trend of communication strategies used in learning English in class trend of communication strategies used in teach English in class it was found that Communication Strategies application in students' interactions in English class was in the verge of implementation with slow speed. There was also little practice of communication strategies use in communication in class at secondary level. So this study came up with the findings that communication strategies are integral parts of any natural communication and inevitable for the development competence in the language being learnt.

5.2 Recommendations

It is now clear from above findings and conclusion that communication strategies are crucial for successful and comprehensive conversation in target language. On the basis of findings and conclusion derived from the analysis and interpretation of the data, the following recommendation for pedagogical implications is presented below.

5.2.1 Policy Related

The most determining factor in any sectors is the policy implemented by the country of state. Generally, teaching through communicative approach and specifically, teaching English by creating classroom as communicative as possible are also highly influenced by policies formed by nation. To develop students to become communicatively competent in English in our context, the proper policies should be formed from national level which should, in general, greatly help to enrich educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the implications effective for policymaking level below.

-) In this study, the students were found communicatively less competent so there should be compulsory provision of teaching English through interaction and use of communication strategies in communication in class at secondary level and

- monitoring the effective implementation of that provision in all the schools/colleges.
-) It has been found that there was a low participation of students in class so the government policies should be oriented to develop communicative competence in students by engaging them in various interactions with sufficient use of Communication Strategies in class and to formulate and appropriate policy and provision for the schools which are in remote areas as per the overall conditions of them.
 -) Especially, policy making government organization and institutions such as MoE, NCED and nongovernmental organizations should focus on interactive pedagogy in teaching English.
 -) The government should make the compulsory provision for different workshops, conferences, and interaction programs on various current topics at schools and campus level so that students could equip with communicative competence.
 -) The department of English education can also encourage the M.Ed. students to conduct researches more on communication strategies so that they can come up with different findings and conclusion, and those findings and conclusion can support to different governmental and nongovernmental organization to publish references and resource materials.

5.2.2 Practice Related

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. Since Communication Strategies as devices that speakers employ when they lack certain required linguistic forms for expressing their intended information in communication, it can be said that Communication Strategies have direct impact on communication and an indirect impact on second language acquisition. Some of the practice level implications are as follows.

-) It has been found that some of students were unknown about the use of communication strategies in communication so ELT teachers need to encourage the students to use it in their communication. More specifically, ELT teachers should make learners conscious about communication strategies and aware them where to use them in an appropriate situations and help them realize these communication strategies could help to communicate more comprehensively.
-) ELT teacher should encourage and motivate students to use Communication Strategies in interactions for the development of communicative competence and enhancement of SLA in class.
-) ELT teacher should create situations that encourage students to produce oral language as far as possible. They should introduce Communication Strategies to the students and stimulate them to use Communication Strategies in their interactions in inside and out of class.
-) School/campus administrators as well ELT teacher should encourage students to participate in communication relevant school/campus activities and programs and emphasis on developing intrinsic motivation in students in learning English.

5.2.3 Further Research Related

In fact, no work is final and no research is complete in itself. Regarding the further researches in the field of Communication Strategies use in ELT, it is important that a large scale qualitative research should be carried out taking almost all the campus/school into consideration in order to find out the current trend of using Communication Strategies in students' interactions in class. Considering the limitations of this study, some directions for the further research seem to be fruitful.

-) Instead of group conversations, future research should require one-to-one conversations, so that each participant has to tackle individually the communicative problems and tries to compensate the communicative gaps for effective communication.

-) Future research should focus on the relationship between the use of Communication Strategies and the variables which affect the magnitude of Communication Strategies use such as motivation, learners;' attitude, learning and communication context, learners' personality, nature of problems/interaction, talks, students' L₂ proficiency in detail.
-) The new researchers should investigate into the relationship between the use of Communication Strategies and language acquisition in more vivid way.

To sum up, this research study directly attempted to explore communication strategies used in students' communication in class and indirectly tried to find out the influence of communication strategies in second language acquisition as the area for the further research.

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APPENDICES

Appendix-I

Observation checklist

Dear sir/madam,

This observation checklist is used as the research tools for the study on ‘Communication strategies used in English classroom’. This study is going to be conducted under the supervision of Mr. Guru Prashad Paudel, teaching assistant, Department of English education T.U. Kiritpur, Kathmandu. 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.

Ramesh Ram Damai

On the basis of the following questions, the secondary level students’ uses of communication strategies were observed.

S.N.	Students class room communication strategies	Use in the classroom	Explanation
1	Paraphrase		
2	Antonym		
3	Definition		
4	Synonym		
5	Exemplification		
6	Translation		
7	Description		
8	Code-switch		
9	Mime		
10	Simplification		

11	Substitution		
12	Illustration		
13	Use of First language		
14	Topic Avoidance		
15	Word coinage		
16	Explanation		
17	Gesture		
18	Repetition		
19	Literal translation		
20	Appeal for assistance		
21	Asking question		
22	Time gaining		
23	Ask for repetition		
24	Circumlocution		
25	Use of mother tongue		
26	Use of Fillers		
27	Note taking		
28	Questioning		

Further explanation: Note: (I will use my diary to keep the record of strategies that learners use besides the strategies included in the form.)

APPENDIX II

QUESTIONNAIRE

Dear students,

This is the research tool for the research study on 'Communication Strategies Used in English Classroom'. This study is going to be conducted under the supervision of Mr. Guru Prashad Paudel, Teaching Assistant, Department of English Education, T.U. Kiritpur, Kathmandu. Your valuable cooperation will be very much crucial to collect the data for this study. This is assured that the responses of this questionnaire will be used only for the purpose of this study. You are requested to response the answers as honestly as possible.

Ramesh Ram Damai

Researcher

Personal Information

Student's Name:

Class:

Gender:

School's Name:

Please tick one of the following alternatives according to your own experience:

1. Which of the following strategy do you use to solve problems while speaking?
 - a) use body language
 - b) avoid the lesson
 - c) use the Nepali language
 - d) appeal for assistance
2. How often do you find the meaning through guessing?
 - a) always
 - b) sometimes
 - c) never
3. How often do you use body language?
 - a) always
 - b) sometimes
 - c) never
4. Which strategy do you often feel difficult to use?
 - a) translation
 - b) substitution
 - c) mime
5. Which strategy do you apply mostly when you get confused regarding the teacher's questions?
 - a) guessing answer
 - b) appeal for assistance
 - c) asking for clarification
6. How do you understand the teachers' classroom lesson?
 - a) Through translation in Nepali
 - b) Through desertion in Nepali
 - c) Through body Language
7. How often do you use nearer words while getting confused in course of communication?

- a) always
 - b) sometimes
 - c) never
8. How often do you use new words in order to speak a designed meaning?
- a) always
 - b) sometimes
 - c) never
9. How often do you ask to your teachers and friends if you become confused?
- a) always
 - b) sometimes
 - c) never
10. How often you do not speak anything if you become confused?
- a) always
 - b) sometimes
 - c) never
11. How often do you use Nepali words while speaking English?
- a) always
 - b) sometimes
 - c) never
12. What do you do to be interactive with you friends inside or outside the classroom?
- a) Use switching
 - b) use translation
 - c) use description
13. Which strategy does your teacher mostly use to manage the students interaction?
- a) Asking questions
 - b) Demonstration
 - c) Giving lecture
- 14 . How do the week students try to make smooth communication?
- a. Use of fillers
 - b. Appeal for assistance
 - C. Use of mother tongue
 - d. gesture
15. Which strategy do the students employ when their friends are not convinced to their views in communication ?
- a. Circumlocution
 - b. Exemplification
 - c. Generalization
 - d. Literal translation

16. What do the students generally tend to do when they have problems in listening in communication in the class?
- a. Ask for repetition
 - b. Ask for confirmation
 - c. Avoidance
 - d. express non understanding
17. How do the students continue their communication when they have grammatical problems ?
- a. Use of mother tongue
 - b. circumlocution
 - c. Exemplification
 - d. description
18. What strategies do the students apply if there is the situation of breaking down smooth conversation between students and their interlocutors ?
- a. Topic avoidance
 - b. Code switch
 - c. gesture
 - d. Exemplification
19. How do the students express the meaning of the new vocabulary when they are unable to convey the exact meaning of it?
- a. Topic avoidance
 - b. explanation
 - c. Word coinage
 - d. gesture
20. Which strategies do the students tend to use to provide the meaning if new words?
- a. Antonym
 - b. definition
 - c. Synonym
 - d. Paraphrase

Participant consent form

**Faculty of education
Tribhuvan University
Kirtipur, Kathmandu**

**Mr. Guru Prashad Paudel
(supervisor)
Teaching Assistant**

I, agree to take part in this research study. In giving my consent I state that: I understand the purpose of this study, what I will be asked to do, and any risks/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with the research if I wished to do so.
2. I understand that being in this study is completely voluntary.
3. I understand that personal information about me that is collected over the course of this study will be stored securely and will only be used for purpose that I agree to.
4. I understand that the results of this study may be published, and the publications will not contain my name or any identifiable information about me.

I consent to:

Completing objective test YES NO

Signature.....

Name.....

Date.....

**Faculty of education
Tribhuvan University
Kirtipur, Kathmandu**

**Mr. Guru Prashad Paudel
(supervisor)
Teaching Assistant**

Participant information statement

1. What is this study about?

You are invited to take part in a research entitled " Communication Strategies used in English Classroom' which aims to investigate into communication strategies used in English classroom and how these strategies help to overcome communication related problems in order to convey their intended meaning.

2. Who is carrying out the Study?

The study is being carried out by Mr. Ramesh Ram Damai for the degree of master of Education from Tribhuvan University. This study will take place under the supervision of Mr. Guru Prashad Paudle, Teaching Assistant.

3. What will the Study involve for me?

This study involves completing a set of questionnaire. The questionnaire contains 20 questions?

4. How much of my time will the study take?

It will take you about 30 minutes to complete the questionnaire.

5. Who can take part in the study?

All the students who are currently enrolled in the secondary level.

6. Are there any risks or costs associated with being in the study?

Aside from investing you time, there will not be any risks or costs associated with taking part in this study.

7. Are there any benefits with being in the study?

This study will help you to know some major strategies of communication strategies which help you to continue the communication smoothly. Furthermore, the findings of the research will be helpful in making an informed decision in the field of English language teaching.

8. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participant information statement, unless you consent otherwise. Your information will be stored securely and your identity/information will be kept strictly confidential study findings may be published, but you will not be individually identifiable in these publications.

9. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study?

10. What if I could like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact me

(email: dhamiramesh484 [@gmail.com](mailto:dhamiramesh484@gmail.com))