

**LEARNING STRATEGIES USED BY BACHELOR LEVEL STUDENTS FOR
PROMOTING COMMUNICATIVE LANGUAGE ABILITIES**

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

**Submitted by
Gita Kumari Gharti**

**Submitted to
Department of English Education
Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2021**

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Dedication

Dedicated

to

My Late Grandmother KaminiGhartiMagar

&

My Parents Bal Singh GhartiMagar and Nandi GhartiMagar

Declaration

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

Date:21/04/2021

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Gita KumariGharti

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Gita Kumari Gharti

Abstract

This study entitled **Learning Strategies Used by Bachelor Level Students for Promoting Communicative Language Abilities** intended to explore the strategies used by bachelor level students for promoting their communicative language abilities. In order to fulfill the objectives of the study, two campuses having B.Ed.level programme of Rolpa district and forty students studying in those campuses were selected as the sample. The campuses were selected purposively and the students were selected randomly. Questionnaire (close ended and open ended) and an observation field note were used as the research tools for eliciting the required information for the study. The collected data were analyzed by using mixed methods design, particularly concurrent triangulation strategy. From the analysis and interpretation of the data, I came to find that all the respondents adopted avoidance, paraphrase, mime, guessing, co-operation, self practice strategies. However, a good majority of them i.e. around 90% of them used appeal for assistance and translation strategies for promoting their communicative language abilities. Besides, they also used self attempts or study, interaction, and speaking skills as the most frequent communicative strategies for developing communicative abilities. From the observation it has been found that the students had peer and group interaction, they were involved in self practice, and they made appeal more fully and co-operative to their friends and teachers.

This thesis consists five chapters. The first chapter is an introductory chapter. This chapter includes background of the study, statement of problems, objective of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework. Third chapter consists of design and method of the study, population sample and sampling procedures, study area, tools for data collection, data collection procedures and data analysis and interpretation procedures. The fourth chapter consists of analysis of data and interpretation of the results. This chapter provides detailed picture of findings. Likewise, the fifth chapter consists of summary, conclusion and also presents some pedagogical implications and implications related to policy, practice, and further research on the basis of the major findings of the study. The final part consists of references and appendices.

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List of Abbreviations and Symbols

%	Percentage
B.Ed.	Bachelor of Education
Dr.	Doctor
i.e.	That is
M.Ed.	Master of Education
N	Number
P	Page
pp	Pages
Prof.	Professor
Q.N.	Question Number
S.N.	Serial Number
TU	Tribhuvan University

Chapter-I

Introduction

This is a study on “**Learning Strategies Used by Bachelor Level Students for Promoting Communicative Language Abilities**”. This chapter of the research 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.

Background of the Study

As English has been learnt and taught as a foreign language in Nepal, teaching and learning of it is significant for developing communicative language abilities in English. Foreign language learning generally refers to the learning of a non-native language in the environment of the learning of one's native language in formal setting (Gass & Selinker, 2010, p.7). Foreign language learners do not have considerable access to native speakers and they do not have as much as exposure inside and outside classroom. That's why learning English in the context of our country is a challengeable process for learners. Students always try to learn English language for communication, education, business and living in target community. Whatever to be the purpose for them to learn target language, they primarily need to be able to communicate effectively in target language. Effective communication helps us to share ideas, feelings, cultures, customs or impressions from one person to another person or country. Communication skill involves systematic and continuous process of speaking, listening and understanding. It can be perfected only through constant practice and continuous exposure to the target language. The learner requires the knowledge of selecting the vocabulary and structures in the appropriate social and linguistic contexts which is concerned with communicative ability. The ability to communicate effectively is a key skill to make better quality life. Here, Communicative language ability comprises a set of specific knowledge of appropriate use of language in context with accurate forms and their organizations (Bachman, 1990). It is the intuitive mastery over rules of grammar and the use of language in real communicative situation. It includes knowledge and vocabulary of language, rules of speaking, use language appropriately, and knowledge of how to use and respond to different types of speech acts such as request, apologies, thanks and invitation.

Similarly, to overcome communicative problems, learners need to use different types of communicative strategies. Here, communicative strategies are approaches or the techniques used by the learners to make greater efforts and to compensate inadequacies in communication (Ellis, 1985). Those strategies are used to deal with the problems of communications. The learner of communicative abilities requires the use of different strategies like paraphrasing, drilling, translation, asking for clarification, being risk-taker, non-verbal clues, and interaction with friends, talking to native speaker, consult dictionary or books, participation in conversation, etc. There are many types of strategies for developing communicative abilities in target language. But, learners have low level of communicative abilities due to limited number of the exposure in English language classroom. Developing communicative language ability in a foreign language in formal setting without providing plenty of exposures outside the classroom is difficult task for English language learners. In order to promote their learning and enhance their communicative language abilities English language learners need to expose with variety of communicative strategies in the classroom.

Thus, communicative abilities and communication strategies are interconnected which are the foundations of communication. If there is no communicative ability to the learner there is no use of communication strategies. Therefore, learners should apply different types of communication strategies inside and outside the classroom for better communication in the target language. They differ from learner to learner. They are the learner's individual way of learning which determine pace and rate of their success in learning. That is why, schooling and interaction activity play significant role in developing communicative abilities.

Statement of the Problem

One of the basic aims of bachelor level English education is developing communicative abilities to the students. Development of communicative abilities is not easy job. It is the ability to communicate effectively which can be achieved through linguistic, pragmatic, discourse, strategic knowledge and fluency. Teaching English in Nepal as foreign language has lots of challenges such as giving quality education, improving students' performance and improving achievement of the students in English subject. Though, teachers and students make their efforts in

language classroom for better communication. Still students are not able to communicate effectively. It might be the lack of appropriate strategies to promote communicative language abilities in English language. Keeping this reality into mind this research has explored the different communication learning strategies adopted by the students of bachelor level for promoting their English language communicative abilities. Through the study, I have tried to identify the best self-techniques that students frequently use to improve communicative abilities. There might be different reason behind students' failure in communicative skills. Their own learning strategies can play an important role to promote communicative abilities. If we know the learners' strategies, we can encourage and give appropriate suggestions or provide effective and suitable instruction to the learners for communicating effectively. That's why I was quite interested to study on the problem of classroom communication and the strategies employed by the students..

Objectives of the Study

The objectives of the study were as following:

- i. To explore the strategies used by bachelor level students for promoting their communicative language abilities.
- ii. To suggest some pedagogical implication.

Research Questions

This study had the following research questions:

- i. What different strategies do the students used to improve their communicative language abilities?
- ii. What are the most frequent communicative strategies to them?

Rational of the Study

Many research have been conducted under learning strategies to develop different skills of the students, however not any study has been carried out under learning strategies adopted by bachelor level students of English education for promoting communicative abilities in Rolpa District by using questionnaire including

open ended and close ended questions as well as observation dairy record. This study will be beneficial to those who are involved in the field of language teaching especially in English language teaching and learning. This study will be highly significant for school supervisor, subject experts, language learners, syllabus designers, textbook writers, materials producers and those who are directly and indirectly associated with teaching learning language to design necessary materials for the students to develop their capacity and to give broad knowledge about the strategies.

Delimitations of the Study

This study had the following limitations:

- i. The area of study was confined to two campuses of Rolpa District where B. Ed.level program is in use.
- ii. The sample size of the study was confined to only 40 students of two campuses.
- iii. The study was limited to the students of two campuses (Nawa Nepal Campus, Jugar and Jaljala Campus Liwang) using simple random sampling procedure.
- iv. The tools for data collection were questionnaire (including open ended and close ended) items and observation and field note to keep the record of different communicative learning strategies.

Operational Definitions of the Key terms

The following important terminologies are used through out the study:

Communication strategies: Communication strategies in this research refer to the strategies that learners use to overcome these problems in order to convey their intended meaning in the target language which include paraphrasing, substitution, coining new words, switching to the first language, and asking for clarification.

Communicative abilities: Communicative abilities in this research refer to the ability to communicate effectively. For example communicating ideas to others, actively listening in conversations, giving and receiving critical feedback, phone conversation, digital communication like email and social media, and public speaking.

Discourse competence: In this research the term ‘discourse competence’ refers to the ability to achieve coherence and cohesion in spoken and written communication.

Fluency competence: In this research the term ‘fluency’ refers ability to respond coherently; link words, phrase, pronounce, stress and intonation

Linguistic competence: In this research the term ‘linguistic competence’ is concerned with knowledge of the language itself, its form and meaning which involves knowledge of word, spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics.

Pragmatic competence: In this research the term ‘pragmatic competence’ refers to the ability of knowing how to use language in order to achieve certain communicative goals and making one’s language appropriate to the social context in which it takes place.

Strategic Knowledge: In this research the term ‘strategic knowledge’ refers to the knowledge of how to use communication strategies to handle the communication.

Chapter - II

Literature Review

The process of reviewing the literature helps us to understand the subject's area better. It helps us to establish the theoretical background of our study, clarify our ideas and develop our research methodology. It serves to enhance and consolidate our own knowledge base and helps us to integrate our findings with the existing body of knowledge. This chapter includes of several sub-chapters like, review of theoretical literature, review of related empirical literature, implications of the reviewed theoretical literature and finally conceptual framework.

Review of Theoretical Literature

Review of theoretical literature provides an insight to the researchers to a number of aspects that have direct or indirect contribution on research topic. Review of related theoretical literature serves as a basic to develop a theoretical and conceptual framework. It helps to investigate on the particular problem that researcher wants to. Therefore, this section includes of theoretical review on language in relation to learning strategies and communicative competence. Relevant theories that contribute to this research are discussed below:

Communicative Language Abilities

Communicative language ability refers to the ability to communicate effectively. In other words, communicative language ability is the ability which comprises a set of specific knowledge of appropriate use of language in context which accurate forms and their organizations (Bachman, 1990). Communicative competence itself is the communicative language ability which is the intuitive mastery over rules of grammar and the rules of language use in a communicative situation. It is the third person's (Bachman's 1990) revisiting to the term 'communicative competence' in order to exhibit to more comprehensive and elaborated. Needless to say, communicative competencies a linguistic term, coined by Dell Hymes (1967, 1972), which is primarily concerned with explaining language use in social contexts, although it also addresses of language acquisition. Hymes proposed the limitations of Noam Chomsky's theory of linguistic competence; the ideal speaker-listener

doesn't correspond to real speakers' abilities. In communicative competence, he included not only the ability to form correct sentence but to use them at appropriate items. In this way, communicative competence can be defined as the ability to use the language correctly and appropriately to accomplish communicative goals. This enables us to convey and interpret message and to negotiate meaning interpersonally with specific contexts.

Canale and Swain's(1980) discussed communication competence in relation to the following four components.

Grammatical competence: Word and rules.

Social-linguistic competence: Appropriateness.

Discourse competence: Cohesion and coherence.

Strategic competence: Appropriate use of communication strategies.

Similarly, Hedge (2010) provides the following key components of communicative language ability as identified by a number of researchers (eg.) Canale&Swain1980; Faerch, Haastруп, and Phillipson,(1984); Bachman 1990). They are described briefly here.

Linguistic competence

Linguistic competence is concerned with knowledge of the language itself, its form and meaning. Linguistic competence involves knowledge of word, spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics. It is the mastery of language users. Similarly, it involves the ability to recognize the utterances of language, to distinguish grammatical and ungrammatical sentences, and to understand and produce sentence. The speaker should have the knowledge about grammatical systems and should have vocabulary power to make communication effective. It is an integral part of communicative competence. As Faerch, Haastруп and Phillipson point out "it is impossible to conceive of a person being communicatively competent without being linguistically competent." It has perhaps been a misconception about communicative language teaching that it does not aim for a high standard of formal correctness. Thus, it focuses on sentence level grammar which is associated with mastering the linguistic code of a language. For example able to list the objects 'in a bowl', 'an apple', 'a

bunch of grapes', able to add prefixes on 'legal', 'happy' and able to describe recent events by using 'has/ have' with the past participle of the main verb.

Pragmatic competence

Pragmatic competence is the ability of knowing how to use language in order to achieve certain communicative goals and making one's language appropriate to the social context in which they are produced (Hedge, 2008, p.48). The pragmatic knowledge helps speakers to be contextually appropriate. It involves two kinds of abilities illocutionary competence and sociolinguistic competences. Illocutionary competence knows how to use language in order to achieve certain communication goals or intentions. For example, the statement 'It's hot today' could have a number of illocutionary forces, such as physical atmosphere or a request to open the window or an attempt to elicit the offer of a cold drink. However, in recent years, the functional approach has attempted to show the varying functional use of language forms by using functions rather than structures, as their organizing principle.

Another element of pragmatic competence knows how to perform a particular function or express an intention clearly. In order for communication to be successful, Spoken or written message must be appropriate to the social context in which they are produced. It is viewed that social knowledge is necessary to select the language form to use different setting and with people in different roles and with different status. This is called socio linguistic competence.

Discourse competence

Discourse competence refers to the ability to achieve coherence and cohesion in spoken and written communication. It involves speakers' ability to use a variety of discourse makers to attain the unified spoken or written text. It is concerned with inter-sentential relationship. It knows how to interpret the large context and how to construct longer stretches of language so that the parts make up a coherent whole. Thus, it is the interpretation of the individual message elements in terms of their inter-connectedness and of how meaning is represented in relation to the entire discourse or text. For example;

Student A: The hurricane uprooted the tress.

Student B: The trees were uprooted.

Student C: Hundreds of trees were uprooted by the hurricane.

Student D: It uprooted hundreds of trees.

Strategic competence

It is the knowledge of how to use communication strategies to handle the breakdowns in communication and make communication effective. Confirmation checking, comprehension check, clarification request and repetition request are the strategies to handle the communication. It is associated with recognizing and repairing communication breakdowns. It is the way we manipulate language in order to meet communicative goal. Canale & Swain, (1980) described strategic competence as “the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence.” Thus, it is the competence underlying our ability to make repairs, to cope with imperfect knowledge and to sustain communication through ‘paraphrase’, circumlocution, repetition, hesitation, avoidance and guessing, as well as shifts in register and styles. Therefore, it is the ability to select an effective means for performing communicative act that enables the listener and reader to identify the intended referent.

Canale and Swain define strategic competence as “how to cope in an authentic communicative situations and how to keep the communicative channel open.” Strategic competence consists of using communicative strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully.

Fluency

Fluency competence refers ability to respond coherently; link words, phrase, pronounce, stress and intonation. It is the ability to link units of speech together with flow of speech without strain, slowness and hesitation. The speaker should have such ability for effective communication. It is related to language production and it is normally reserved for speech. Færch, Haastrup & Phillipson (1984, p. 168) include fluency as competent of communicative competence and distinguish it from strategic

competence. Whereas strategic competence presupposes a lack of knowledge, fluency covers speakers' ability to make use of whatever linguistic and pragmatic competence they have.

They list three types of fluency

Semantic fluency: linking together proposition and speech acts.

Lexical syntactic fluency: linking together syntactic constituents and words.

Articulatory fluency: linking together speech segment.

(Source: Hedge, 2008)

Communication Strategies

The term 'communication strategy' was coined by Selinker (1972) in his account of the processes responsible for interlanguage. There has been a steady increase of interest in the learner's communication strategies since then. It has been taken up with the problems of definition. Here, communication strategies are the approaches or the techniques used by the learners to make greater efforts and to compensate inadequacies in communication. Whatever the second language learners do and act for the acquisition of the second language is known as communication strategy (Ellis, 1985). Communication strategies are steps, actions or operations made by the learners for better communication in the target language.

Gass and Selinker, (2010) define "communication strategy is a deliberate attempts to express meaning when faced with difficulty in the second language". They are included three components in the notion of communication strategies: problematicity, consciousness, and intentionality. Problematicity means that the learner must recognize a problem in communication. Consciousness means that learners must be aware of the fact that they are doing something to overcome that problem. Intentionally means that the learners make choices about various options they have.

According to Bialystok (1990a, p, 147), "they are the adjustments to the ongoing processes responsible for language acquisition and use that allow processing to be maintained. They are the means by which a system can perform beyond its formal limitations and communication can proceed from a limited linguistic system".

Tarone(1981, p.288), defines “communication strategies as the learner’s contribution to the interactional work required to overcome a communication problem”. They tries to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the learner’s interlocutor in real life communication situations (Tarone, 1980).

Faerch and Kasper (1984), define communicative strategies as an individual solutions to psychological problems of second language processing.

From all the above definitions and ideas, we can say that communication strategies are psycholinguistic plans which exist as part of the language user’s communicative competence. They are the deliberate efforts to express meaning when faced with difficulty in the second language. They are used to deal with the problems of communication. Some examples are translation, language switch, avoidance, and paraphrase.

Types of communication Strategies

Second language learners use various strategies for their communication in the target language. Communication strategies have been divided into different on the basis of different types. On the basis of psychological approach, Faerch and Kasper (1984) divide them into achievement strategies which are used to overcome the problem and avoidance strategies which are used to avoid the problem altogether. Here, I discuss Elaine Tarone’s (1977) classification of communicative strategies. She emphasizes social aspect of communication and describes five types of communicative strategy, which are presented below:

Avoidance

It refers to avoid the message or reduce the amount of talk in communication. The learner does not talk about things which are difficult for learner to express in the second language. It could be the avoidance of whole topics or individual words.

(a) Topic avoidance

It refers avoiding reference to the subject for which the learner lacks necessary vocabulary. Learner refuses to enter into or continue a discourse within some field of topic because of a feeling of total linguistic inadequacy.

(b) Message abandonment

It refers giving up on a topic because it is too difficult to talk about. In other words, it refers to leaving the message unfinished due to lack of structural or linguistic items. It is a less extreme form of topic avoidance: the learner tries but gives up.

Paraphrase

Paraphrase refers to a restatement of a text, passage, or work for giving the meaning in another form or in target language. The learner always tries to solve the difficulty through the target language.

(a) Approximation

It is a process of using a word that is not correct, but that refers to a similar object or event. The speaker use single target language vocabulary items or structure to share enough semantic features in common with the desired items to satisfy the listener. For example, 'animal' is used for 'horse', 'pipe' for 'waterpipe'

(b) Word coinage

It is a process of making up a new word or phrase to describe an object or event. The learner makes up a new word in order to communicate a desired concept. For example, 'It sucks air' is used for 'vacuum cleaner', 'airball' for 'balloon'.

(c) Circumlocution

It is a process of describing an object or event instead of using an appropriate vocabulary item. The learner describes characteristics of the object or action instead of using the appropriate target language item or structure. For example, 'When you make a container'? for 'pottery'.

Transfer

It refers to the strategy when the learner falls back on the first language. The learner use first language items to overcome target language problems.

(a) Literal translation

It is a process of translating word for word from the native language. The learner translates word for word from the native language. For example, 'eat cigarette' is used for 'smoke', 'I cut a ticket' for 'I bought a ticket'.

(b) Language switch

It is a process of inserting native language words or phrases into target language. The learner uses the native language terms without bothering to translate. For example, 'That's nice tritil (caterpillar)', 'Balun' for 'Balloon'

Appeal for assistance

It is a process of asking native speaker, looking a word up in a dictionary, or consulting some other authority. The learner asks for the correct term. For example, 'What is this?', 'What do you mean by this?'

Mime

It is a process of using gestures or other nonverbal means to refer an object or event. The learner uses nonverbal strategies in the place of a lexical items or actions. For example, Clapping hands to indicate applause.

Similarly, Dornyei and Scott's (1997) provide taxonomy of communication strategies. This taxonomy deals with 'how communicative strategies help the speakers to solve the difficulties during oral communication tasks and achieve mutual understanding.' Their classification is extended and collected on the base of communication strategies research.

Their taxonomy consists of three main categories. The first category is the direct strategies, which is used by a speaker who faces problems during communication process. The second category is the indirect strategy which is used by

a speaker to provide the conditions that lead to the mutual understanding. The third category is the interactional strategy that refers to the mutual cooperation which make by two or more speakers to overcome the problems that face them through communication process.

Each part consists of the categories in the adapted taxonomy. They are given below:

Direct Strategies

(a) Message reduction

It is the process of leaving an oral message unfinished because of language problems. For example, when you ask the student: Can you tell me the months of the year? He replies: I can tell you the days of the week.

(b) Approximation

It is the process of using an alternative term that expresses the meaning of the target lexical item as closely as possible. For example, Ship for sail boat.

(c) Circumlocution

It is the process of describing the properties of the object instead of the exact target item. For example, the thing you open bottles with for corkscrew.

(d) Code switching

It is the process of switching the language to the native language.

For example, I watched tritil instead of saying I watched a catterpillar.

(e) Mime

It is the process of using non- linguistic means (For example, gesture, facial expressions, or sound imitation) to continue their messages because of language problems.

(f) Self-repetition

It is the process of student repetition what he himself said to gain time to think and produce new utterances. For example, the weather the weather is cloudy today, he repeated' the weather' until he can remember ' cloudy'.

(g) Other-repetition:

It is the process of repetition something the interlocutor said to gain time to reproduce own utterances.

Interactional strategies

(a) Appeal for help

It is the process of turning to the conversation partner for help either directly (For example, what do you call ...?) or indirectly (For example, rising intonation, eye contact).

(b) Comprehension check

It is the process of asking questions to check interlocutor understanding.

(c) Own-accuracy check

It is the process of checking accuracy of the produced utterances, by resaying the produced utterances in correct grammatical forms.

(d) Asking for repetition

It is the process of asking the interlocutor to repeat what he /she said.

(e) Guessing

It is the process of continuing communication by use of guessing to overcome communication inability, such as, guessing the correct answer of the teacher's questions.

Indirect strategies

(a) Use of fillers / hesitation devices

It is the process of using fillers words or gambits to fill pauses to gain time to think. For example, well, now let me see, as a matter of fact.

(b) Feigning understanding

It is the process of expressing non-understanding of messages.

From the above discussion, I have concluded that communication strategies are a natural part of conversational interaction. Both native speakers and second language learners use them when they face a production problem. These strategies save the speakers from communication failure.

Importance of Communication Strategies

Communication strategies are those which are applied to promote the effectiveness of communication. They save the speaker from communication failure. Communication strategies are particular actions or activities employed by the learners to make their learning easier, faster and more transferable to a new situation. Communication strategies are used to deal with the problems of communication which help to develop communicative abilities. They are the techniques or approaches used by the learners to make greater efforts and to compensate inadequacies in communication (Ellis, 1985). Communication strategies allow learners to be more self directed and interactive in communicative activities. Communication strategies are good actions made by the learners for better communication in the target language.

Tarone (1981) states that communicative strategies are seen as attempts to bridge the gap between the linguistic knowledge of the second language learner and the linguistic knowledge of the learner's interlocutor in real communication situation. It is the learner's contribution to the interactional work required to overcome a communication problems.

Brown (1994) suggests that communication strategies basically deal with productive communication of information with the help of verbal and non-verbal

tools which are essential for developing communicative skills. Language learners can enhance communicative skills through different communicative strategies like paraphrasing, substitution, coining the new words, language switch, asking for clarification, non-verbal clues, avoidance, talking to native speaker, discussion, etc as well as different learning strategies. The speaker should have immense knowledge regarding language system, discourse, pragmatics, and pronunciations to gain communicative ability. The knowledge about different strategies helps language learners to facilitate their communicative skills. Here communicative ability is the intuitive mastery over rules of grammar and rules of the language use in a communicative situation. It is the speaker's ability to use the language appropriately in different linguistic, sociolinguistic and contextual setting. The realization of this level of language use requires good command of all language skills. Thus, communicative skills is not only the knowledge of vocabulary, phonology, grammar and other aspects of language structure but also when to speak or not, what to say to whom and how to say it appropriately in any situation. Therefore, developing the communicative skills of the students, teachers who help students to use different types of communicative strategies can help them become better language learners.

Review of Empirical Literature

In this section, those empirical researches are presented belows which are related to the field of learning strategies to promote communicative competence. I have made an attempt to review those related studies, articles and reports which are related to my research field. Major relevant works reviewed are as follows:

Dhakal (2012) carried out a research on "Communicative Strategies Adopted by Teachers and Students at B. ed. Level". The main objective of her study was to investigate the types of communication strategies adopted by B. ed. Level teachers and students in Kathmandu district. She used a set of questionnaire as tool for data collection. She observed five classes of teachers. She found that the majority of the teachers use communication strategies to enhance the productive skills to the students and both the teachers and students used twenty two different communicative strategies i.e. asking , guessing, simplification , synonym, antonym, definition,

paraphrase, description, exemplification, foreignization, mime, word coinage, code switch, topic avoidance, circumlocution, generalization.

Dhami (2014) carried out a research on “Communication Strategies Adopted by Students”. The objective of his research was to investigate into the use of communication strategies adopted by students and to classify the types of communication strategies adopted by students. He used observation checklist and diary to collect data from students. The sampling procedure of his research was non-random purposive sampling. The data collected during class observation were analyzed and interpreted using mixed method. He found that merely some instances of interaction took place for long time and only some of the students employed communicative strategies to generate some exposures of English and get their message across in their interactions in class. The low or uneven participation of students in interactions is insufficient for developing students’ communicative competence

Khatri (2015) carried out a research on “Classroom strategies Used for Improving Communicative Skills. Her objective of this research was to identify the strategies used by the secondary level English teachers to improve the communicative skills of students. She used a set of survey questionnaire as tool for data collection and observed 40 classes of the teachers. She found that the roles of the teachers and learners in the classroom were good to improve communicative skills. A majority of the classes, teachers had good sense of counseling. They used role play and group discussion as the major strategies to facilitate communicative ability of the students. However, a very few number of classes had the provision of language games to facilitate the improvement of communicative skills. Similarly, a majority of teachers were aware in making learners risk-takers in the classroom.

Similarly, Joshi (2015) carried out research on “Communicative Strategies Used by EFL Learners”. The purpose of her study was to investigate into communication strategies adopted by +2 science stream students in Laboratory Higher secondary School, Kirtipur, Kathmandu. She used observation checklist and diary as a research tools. She observed fifteen classes of English. She used non random purposive sampling. She found out that merely some instances of interaction took place for long time and only some of the students employed communicative strategies

to generate some exposures of English and get their message across in their interactions in class. The low or uneven participation of students in interactions is insufficient for developing students' communicative competence.

Likewise, Upadhyaya (2017) carried out a research on "Communicative Strategies Used by the Second Language Learner". His objective of this research was to find out the communicative strategies used by the second language learner of secondary schools in Achham district. He used questionnaire as tool for data collection. He used non-random sampling procedure from a private school. He found that communicative strategies are the most important tools for the learners to learn language skills and vocabulary. The majority of students used repetition, exemplification, summarizing, synonymous, and antonymous guessing and questioning strategies to learn language skills and vocabulary.

Ojha (2019) carried out a research on "Strategies Used by Basic Level Learners to develop their Communicative Language Abilities". Her study was centered to find out the strategies the learners of basic level use and to develop their communicative language abilities in learning a second language. She selected two basic level EFL teachers as sample from two different schools of Kathmandu district using purposive non random sampling procedure. Classroom observation guidelines and semi-structured interview were used as research tools for primary data collection. The observed classes and of the selected teachers and their interview were recorded to obtain information. She found that the learners at basic level need to be exposed to more communicative activity inside and outside the classroom in order to develop their communicative language abilities. The different strategies like taking part in debate, singing, watching videos telling stories, playing riddles and games are used for developing learner's communicative language abilities. Teacher plays the role of promoter, participant resource, and motivator whose guidance and encouragement assists a learner to develop his/her communicative language abilities.

All above presented those empirical research works were conducted on communicative learning strategies. No nearly research has been carried out on promoting communicative competence. Thus, this study has been carried out to find the communication strategies adopted by learners of English education for promoting

communicative abilities focusing on 40 learners of Rolpa district at from two campuses. So, my study has become different from any researches.

Implications of the Review for the Study

To gain proper direction to complete any research, researcher has to review theoretical and empirical literature. This review has become milestone for the research. Major aim of review of the literature will be to expand the knowledge upon the context and background of the research. I did consult with various books to expand my theoretical knowledge to conduct this research.

I have reviewed and learned following things from following empirical research works:

From the review of Dhakal (2012), from this empirical research review I got insight to pinpoint the communicative strategies employed by the teachers and students to learn communicative abilities. Dhami (2014) from this research I got knowledge about to find out classroom strategies used by secondary level English teachers to improve the communicative skills of students to make questionnaire.

Similarly, from the study by Khatri (2015), I got idea about formation of research questions. The review of Joshi (2008), helped me to get idea about sampling procedure of the research. The review of Upadhyaya (2017) supported me with the types of classroom communicative strategies for developing vocabulary and language skills. Likewise, Ojha (2019) these review I know about how to delimitate a research, how to cite and give references.

To be specific those theoretical and empirical research review will show me proper way to: sampling population, in selection of the research design of the study, in selecting research methodology, in selection of data collection procedure and also in selecting data analysis procedure.

Conceptual Framework

The study entitled “Learning Strategies used by Bachelor Level Students for Promoting Communicative Language Abilities” was based on the following conceptual framework or research work in diagrammatic form.

Conceptual Framework

Figure1: Conceptual Framework for Promoting Communicative Abilities

Chapter - III

Research Methodology

The researcher had adopted the following methodological procedures to achieve the objectives of the study.

Design and Method of Study

Survey research design was used to complete this study. It is quantitative research design. Despite the researcher analyzed the data qualitatively and quantitatively. Researcher visited the determined area to find out existing data. This study used both primary source of data and secondary source of data. Here, survey is descriptive researches which are widely used for collecting data in most area of social inquiry, from politics to sociology, from education to linguistics. Surveys are the most commonly used descriptive methods in educational research and may vary in scope from large scale governmental investigation to small scale studies carried out by a single researcher. Surveys can be descriptive, exploratory and analytic to examine relationship (Cohen, Manion & Morrison, 2010). Similarly, Huston (1990, p.9) says "Survey research is the method of collecting information by asking a set of preformatted question in a predetermined sequence in the structured questionnaire to a sample of individuals so as to be representative of a defined population". The main purposes of survey research are to find out opinions, beliefs on certain issues, to find out certain behaviors of different professionals and to forward some suggestions for the improvement of the researched area. While conducting survey, I used the following steps as suggested by Sheliger and Shohamy (1999) :

Step 1: Defining objectives

Firstly, I define objective of the study. Objective should be clearly written in our research work. Without defining objectives the research will lead us nowhere. Therefore, objectives are the most and first important thing in any research design.

Step 2: Identify target population

Secondly, target population of the study is mentioned from the related area. For example, students, teachers and so on.

Step 3: Literature review

Thirdly, I review related literatures which help to know about what other have said or described about the issues.

Step 4: Determining sample

Fourthly, I need to be clear and fix about the total population and sampling procedure in survey research. For example, random sampling, non-random sampling, or mixed sampling.

Step 5: Identifying survey instruments

In the fifth step, I have to generate instruments for data collection. For example, questionnaire, interview, observation checklist and so on.

Step 6: Design survey procedure

In the sixth step, after preparing tool for data collection I would be mentioned the process of data collection. Thus, I need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedure

In the seventh step, I would be analyzed using appropriate statistical and descriptive tools like Mean, mode, median and so on to the collected raw data.

Step 8: Determine reporting procedure

Finally, after analyzing data I have to prepare the report of my research. It can be written in a narrative way to with description.

I followed mixed method design, particularly concurrent mixed methods design. This is concurrent triangulation strategy where qualitative and quantitative data were merged for comprehensive analysis. This mixed methods design originated in 1959 when Campbell and Fisk used multi-methods to study validity of psychological traits. Approaches associated with field methods, such as observation and interviews (qualitative data), can be combined with traditional surveys (quantitative data).

Creswell (2011, pp.14-15) gives the following variations within mixed methods design:

Sequential mixed methods

Sequential mixed methods producers are those in which the researcher seeks to elaborate on or expand on the findings of one method with another method.

Concurrent mixed methods

Concurrent mixed methods are those in which the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of research problems. In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results.

Transformative mixed methods

Those are procedures in which the researcher uses a theoretical lens as an overarching perspective within a design that contains both quantitative and qualitative data.

Among the three discussed above I used concurrent mixed method in this study. While doing so, I followed survey design in this study because of the following reasons:

- i) This study was conducted to identify the communication strategies used by learners while learning English communicative skills at Bachelor level.
- ii) This study took sample population from the two campuses of Rolpa districts.
- iii) Population sample was taken from the large number.
- iv) The finding was generalized to the whole population.

This research merged quantitative and qualitative data obtained from class observation and questionnaire to the students. So, this is mixed methods design. Particularly concurrent mixed methods design using concurrent triangulation strategy.

Population, Sample and Sampling Strategy

Sample is a representative of the real things. The populations for this study were the students of Rolpa District who were studying in bachelor level. For the selection of the sample, I selected 40 students from the two campuses (Janajagriti Multiple Campus and Jaljala Multiple campus) of Rolpa district. Purposive non random sampling was used to select campuses and simple random sampling strategy was used to collect data. Here, purposive non-random sampling is defined as the sampling technique in which the researcher selects samples based on the subjective judgment of the researcher. It is carried out by observation and questionnaire, and researchers use it widely for qualitative research. It is more conducive and practical method for researchers to develop survey in the real world. It is faster and more cost-effective to get respondents responses. Similarly, simple random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity being chosen as a part of the sampling process. It is also known as probability sampling. An unbiased random sample is important for drawing conclusions. Thus, I used purposive and random sampling in my research work.

Sources of Data Collection

In order to carry out this research, I used both primary and secondary sources of data.

a) Primary Sources

The study was mainly based on the primary sources of data i.e. the responses or answer from the learners of campus level through questionnaire. Another primary source of data was an observation field note for analyzing students' communicative strategies in the classroom.

b) Secondary Sources

I used secondary sources of data i.e. books, journal, research reports, and websites for the preparation of questionnaire and for widening her idea and knowledge in the related area. Some of them were: Kumar (2014), Ellis (1985).

Research Tools

The data collection was done with the help of questionnaire and observation field note. I provided questionnaire including open ended and close ended questions besides I observed 10 classes to explore different communicative strategies and mostly used strategies for promoting communicative abilities in English language.

Study Area/ Field

The geographical area of the study was the students of bachelor level of hilly Rolpa district. This was for exploring the different types of communication strategies practices by students to develop communicative abilities at remote areas. The area of the study was communication strategies which are regarded as the most important technique for promoting communicative abilities inside and outside the classroom in the context of second language learning. Similarly, I have maintained an observation field note for the class observation

Data Collection Procedures

I used the following procedures to collect data.

1. Firstly, I visited the selected campus to establish rapport with authority and respondents.
2. After the clarification of the purpose and getting approval, I visited to the English teachers and students and then handed them (only students) the questionnaires to complete them within a day.
3. I observed the class first time when I got approval and noted down the strategies the students used in their teaching and learning activities.
4. Second time I gave them pre-information about my class observation but in third time I took observation without pre-information. It took ten days time.
5. Finally, I collected entire data and thanked the campus administration, all the teachers and students. Then the researcher had gone further steps.

Data Analysis and Interpretation Procedures

As mixed method researches are both qualitative and quantitative in nature, this study analyzed the raw data descriptively and statistically. Students' responses are analyzed statistically and then descriptively whereas diary records are only analyzed descriptively and compared the findings. So, this is a mixed methods research, particularly mixed methods triangulation. Simple statistical tools such as percentage and numbers are used to record, analyze and interpret the data.

Ethical Considerations

Before collecting data for this research, the researcher asked for permission with her supervisor for the betterment of this study. Researcher followed norms, terms and condition of the research. Researcher was careful about citation, reference of the used source. Researcher only took desired data and information. Researcher did not go against their supervisor and participants while analyzing and interpreting data. This research did not bring anything which were harmful to the sample population and administration after completing research or while carrying research.

Chapter –IV

Results and Discussion

This chapter provides a detail analysis and interpretation of the collected data. The collected data has been analyzed and interpreted using concurrent mixed method researches. Both qualitative and quantitative data has been merged in order to provide a detail analysis of research problems.

Results of the Study

This research was carried out to find out the communication strategies used by bachelor level students for promoting communicative language abilities. I elicited the views of bachelor level English students. The observation field note was taken as the tools to collect data. I made twenty close ended questions for the students and five open-ended questions to the students in order to elicit required information. I kept the diary from the class observation of the concerned target students. I selected two campuses having bachelor level of Rolpa district. Purposive non-random sampling was the procedure for selecting campuses and simple random sampling was the procedure of data collection. I have listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyze the data. The respondents i.e. bachelor level English students were asked to fill in the questionnaire and the in classes were observed by the researcher.

The analysis and interpretation of the raw data, I came to find out that 70 % students agreed to do not speaking anything in confusion and 50% students change the topic of the conversation in problem in the context of English language environment. 95% students agreed to ask questions to their teacher in confusion. 92.5% students agreed to use reference materials such as dictionary, textbooks and internet for promoting communicative abilities.

Eighty five percent students preferred to note down the main ideas during teachers' explanation. Similarly, 82.5% students preferred to use nearer words to make communicative effective and 60% students preferred to use new words in order

to speak desired meaning. Likewise, 72.5% students preferred to describe characteristics of word to overcome vocabulary problems.

Seventy eight percent students preferred to evaluate themselves for finding the strengths and weaknesses in English language. Similarly, 72.5% students preferred to prepare written summary of the text or information gained through their self reading and 75% students preferred to use the strategy of self repetition to overcome communicative problem. Likewise, majority of 82.5% students preferred to rehearse the language needed for an oral or written task.

Similarly, 85% students preferred to interact with teachers and students in difficulty and 82.5% students preferred to learn through interaction, sharing ideas and experiences.

Sixty five percent students preferred to insert native language words or phrases in communication problems. Similarly, 57.5% students preferred to translate word for word from the native language to make communication effective and majority of the 90% students preferred to understand the teachers' classroom lesson through translation in Nepali.

Likewise, 85% students preferred to guess the important questions and practice them to pass the examination and only 55% students preferred to find the meaning through guessing. Generally, 57.5% students preferred to use non-verbal strategies gestures and mime to make their communicative effective.

Furthermore, on the basis of classroom observation and open ended questionnaire it has been found that all of the respondents make their own attempts to improve their English language proficiency. Similarly it was found that a large number of respondents strongly agreed that speaking skills play essential role in developing communicative abilities as well as they also stated that speaking skill improves fluency, accuracy and communicative skills as it occurs in real life situation. Furthermore, the research found that mostly the students preferred interaction, sharing ideas strategies and they preferred interaction with peers and teachers as well as they preferred paraphrase, guessing strategies in some extent. The maximum respondents argued that self attempts or study, interaction, practice, use reference materials,

translation and speaking skill are the best techniques for promoting communicative abilities

Discussion of the Results

This study comprised bachelor level campuses of Rolpa district and their 40 students as the primary sources of data. Apredetermined set of open and close ended questionnaire to the students and a class observation diary were used as the tools for data collection.

The percentage is the main device used for data analysis. While analyzing the data, the total number of responses for each questions and items are ordered. Then, the total number of responses was changed into percentage. The calculation was done to the responses of questionnaire by the students.

From the data, I developed following main themes and discussed with reference to data.

Strategies for Promoting Communicative Language Abilities

The selected students were asked twenty different close ended questions and five open ended questions related to their use of different communicative strategies. They were asked in order to find out promoting communicative abilities to the students. They were asked to tick the best choice out of alternatives and to write their own opinions as their strategies for developing communicative abilities in this study. I have counted the frequency of the occurrence and number of responses in each of the alternatives and their best choice out of two alternatives given in the questions. All twenty items included in the questionnaire and five open ended questionnaire were related to identify learners' strategies for promoting communicative abilities.

Overall Strategies Used for Promoting Communicative Language Abilities

Table 1: Communication Strategies

S.N.	Strategies	State of usepercent (%)
1	Avoidance	60
2	Appeal for Assistance	94
3	Paraphrasing	75
4	Self Practice	80
5	Co-operation	84
6	Translation	90
7	Guessing	70
8	Mime	57

After analyzing overall strategies to the students, it has been found that only 60% students prefer to use avoidance strategy for promoting their communicative language abilities. Many of the students i.e., 94% prefer to use appeal for assistance strategy among the 40 students.

Similarly, 75% students prefer to use paraphrasing to solve language problems. 80% students prefer to use self practice activities to solve language problems

Likewise, 84% students prefer to involve co-operation activities and 90% students prefer to use translation strategy to understand text. Furthermore, 70% students prefer to use guessing strategy to understand meaning of the words and texts and only 57% students prefer to use mime strategy to solve communicative language problems in the classroom and outside the classroom.

The detail of discussion is given below. The analysis and interpretation of the raw data is presented in the figure.

a. Avoidance

It is a learners' strategy which is used to reduce the amount of talk in the communication. It happens due to learners' vocabulary and linguistic inadequacy. In this case, learners leave the message or topic unfinished due to the structural and

linguistic difficulty. Giving focus to this strategy, I asked some questions to the respondents. These responses given by respondents are given in figure. The data obtained from questionnaire regarding avoidance has been presented in the given figure.

Figure 1 Avoidance Strategy

From the data obtained through questionnaire, it has been found out that only 20 students prefer to change the topic of the conversation in problems and 28 students do not speak anything in confusion among the 40 respondents.

The figure shows that half of the respondents 50% prefer to change the topic of the conversation in problems. Similarly, it is relevant that 70% respondents prefer to do not speak anything in confusion. However, majority of the students did not have interest to use change the topic strategy.

b) Appeal for Assistance

It is the type of learners' strategy which is the process of asking native speaker, looking word in a dictionary and consulting some other authority. Learners can use these strategies according to their wish differently to overcome communication problems in English language. The data obtained from questionnaire regarding an appeal for assistance has been presented in the given figure.

Figure 2 Appeal for Assistance Strategy

The two items were asked to the students to find out their appeal for assistance strategy. The above figure presents the data obtained from the respondents.

Regarding appeal for assistance strategies it is found that a large number of respondents 95% prefer to use reference materials such as dictionaries, internet of textbooks. Similarly, figure 2 shows that 92.5% respondents prefer to ask questions to their teacher in confusion.

c) Paraphrasing

Paraphrasing is an important strategy for the learners to restate of a text, passage, or work for giving the meaning of another form or in target language. The learner always tries to solve the difficulty by using similar words, new words or describing an object or event instead of using an appropriate vocabulary items. The data obtained from questionnaire regarding paraphrase has been presented in the given figure.

Figure 3 Paraphrasing Strategy

The four items were asked to the students to find out their paraphrase strategy. The above figure presents the data obtained from the respondents.

Regarding paraphrase strategies a majority of the respondents 85% prefer to note down the main ideas during teachers' explanation. 82.5% respondents prefer to use nearer words to make communication effective and 60% prefer to use new words in order to speak desired meaning. Similarly, 72.5% respondents prefer to describe characteristic of word to overcome vocabulary problems.

d) Self practice

Self practice plays crucial role to learn English language that enhances the students' ability, vocabulary items and confidence. It is the process of learning English language to their own attempts by using self repetition or self study technique. When the learners become laborious, the pace of learning becomes fruitful. It brings change in their English language activities. The data obtained from questionnaire regarding paraphrase has been presented in the given figure.

Figure 4 Self Practice Strategy

The four items were asked to the students to find out their self practices strategies. The above figure presents the data obtained from the respondents.

Regarding self practice strategies it is found that a large number of respondents 82.5% prefer to rehearse the language needed for an oral or written task. Similarly, table 4 shows that 77.5% respondents prefer to evaluate themselves for

finding strengths and weaknesses, 75% prefer to use the strategy of self repetition and respondents 72.5% prefer to prepare written summary of the text or information gained through self reading.

e) Co-operation

Co-operation among the learners has an influential role in learning language. It is the process of working together or in group to achieve results in English language. Unless the students have good relationship with their peer groups, the teaching and learning becomes meaningless. So learner should be co-operative while learning English. The data obtained from questionnaire regarding co-operation has been presented in the given figure.

Figure 5 Co-operation Strategy

The two items were asked to the students to find out their co-operation strategies. The above figure presents the data obtained from the respondents.

Regarding co-operation strategies a majority of the respondents 85% prefer to interact with teachers and friends in difficulties and 82.5% respondents prefer to learn through interaction, sharing ideas and experiences.

f) Translation

It also most important strategy for the learners, they use first language items to overcome the target language problems. It is used when the learner falls back on the first language. Literal translation and language switch are the main techniques to solve the communication problems. The data obtained from questionnaire regarding translation has been presented in the given figure.

Figure 6 Translation Strategy

The three items were asked to the students to find out their translation strategies. The above figure presents the data obtained from the respondents.

Regarding translation strategies it is found that a large number of the respondents 90% prefer to understand the teachers' classroom lesson through translation in Nepali. Similarly, the table 6 shows that 62.5% respondents prefer to insert native language words or phrases in communication problems, and 57.5% prefer to translate word for word from the native language.

g) Guessing

It is the most important strategy for the Nepalese students which may be milestone to solve the communication problems. The learner always tries to continue the communication by using guessing strategy to overcome communication inability, such as guessing the correct answer of the teacher's questions. The data obtained from questionnaire regarding guessing has been presented in the given figure.

Figure 7 Guessing Strategy

The two items were asked to the students to find out their guessing strategies. The above figure presents the data obtained from the respondents.

Regarding guessing strategies, it is found that a majority of the respondents 85% prefer to guess the important questions and practice them. Similarly, 55% respondents prefer to find the meaning through guessing.

h) Mime

It is also an important strategy for the language learners; learners use non-linguistic features such as gestures, facial experience, or sound imitation to continue their messages because of language problems. For example, clapping hands to indicate applause. The data obtained from questionnaire regarding mime has been presented in the given figure

Figure 8 Mime Strategy

The one item was asked to the students to find out their mime strategy. The above figure presents the data obtained from the respondents.

Figure 8 reveals that regarding mime strategy a majority of respondents 57.5% prefer to use non-verbal strategies such as gestures and mime to make their communication effective and remaining 42.1% do not use mime strategy for promoting their communication.

After analyzing data in the figures above it has been found that majority of the students were interested to improve their communicative language abilities for speaking English confidently, accurately and fluently with others in communicating situation and to be a professional English teacher. Some of them were interested to live and study in English speaking community.

Similarly, for improving their communicative language abilities, majority of the students preferred to interact with friends, teachers, use reference materials such as dictionary, textbook, interne, and watch English movies, some of them preferred to speak with native speaker and listen to recorded English material

Likewise, all of the students agreed to self study and attempts which increase their vocabulary and confidence while communicating with others and easy way to improve their communicative abilities. They preferred speaking skill which helps them to share ideas, feeling with others clearly and improve pronunciation, accuracy and fluency.

Thus, all students preferred interaction, co-operation, self study, appeal for assistance and translation techniques to develop communicative abilities and some of them preferred to speak with native speakers and read English news to improve their communicative English language abilities.

Strategies Used in Classroom Learning Activities

For the study, I visited two campuses of Rolpa district. Each campus, I observed five English language classes of each campus with the permission of campus authority. I took 45 minutes per days in the class. After observing class, I found following results.

Paraphrase

From the observation, I found that, majority of the students were not interested to use paraphrase strategy due to their communication difficulty. Some of them were well interested to use paraphrase strategy while giving answer to the teacher in their own simple languages. Less numbers of the students were satisfactorily interested to use paraphrase strategy in their learning .

Appeal for assistance

From the observation, it is found that majority of the students were well interested to use an appeal for help strategies while reading comprehensive text in the classroom. Similarly, some of them were satisfactorily interested to use appeal for assistance strategy and low numbers of students were poor interested to use appeal for assistance strategy due to their passive nature.

Self practice

From the observation, it is found that majority of the students applied self practice strategy while writing answer in their own words. Some of them satisfactorily applied self practice strategy and low numbers of students were not applied self practice strategy due to their laziness and incomplete vocabulary knowledge.

Co-operation

From the observation, it is found that majority of the students were interested to use co-operation strategy while solving classroom problems. Some of them were satisfactorily interested to use co-operation strategy while doing dialogue activities in the class. Less numbers of students were poor interested to use co-operation strategies due to their silent nature and low level of confidence.

Role of Learners in the Classroom

In the process of classroom observation, I had also observed role of students as they performed in the class. They were also found to have different roles in their classroom. The detail of which are presented in following sub sections.

Learners as Active Participant in the Classroom

Curiosity among the learners towards subject matter has a lot to do with learning. It is a key to learning language. Teaching and learning without motivation turns to be futile and abortive. Thus, the learners should be active participant. They should be ready to receive the consents fed to them. The result obtained from classroom observation regarding their participation in classroom learning have been presented below:

From the observation, it is found that majority of the students were actively participated in learning. Similarly, some of them were found to be satisfactory participated in learning. However, low numbers of students were found to show poor participation in the classroom. In fact, many students were found as active participants in the classroom.

Learners as Risk Taker

Learners require many task learns to create and interpret messages for which they lack full linguistic resources and they have poor experiences. In fact, this is said to be the point of such tasks. Practice in restating, paraphrasing, using paralinguistic signals, and so on, will often be needed. The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners are also required to be developed. I have also observed the risk-taking behaviors of the students in my classroom observation. The results obtained from the classroom observation have been presented below:

From the observation, it is found that majority of the students were poor role of risk taker in the communicative classroom. Some of the students were good role of risk taker. Low numbers of students were satisfactory role of risk taker. It reflects that many students do not want to be risk takers in the communicative classroom to guess some unknown ideas. For example; the teacher asked the meaning of 'dart' in the class, some of them were guess the meaning but majority of them were silent due to their confusion.

Learners as Co-operative Interlocutors

The co-operation among the learners has an influential role in learning language. Unless the students have good relationship with their peer groups, the teaching and learning becomes meaningless. So, learners should contribute as much as he gains, and thereby learn in an interdependent way. The learners should see that failed communication is a joint responsibility and not the fault of a only a speaker or listener. The results obtained from the classroom observation regarding co-operative have been presented below:

From the observation, it is found that majority of the students were good co-operative interlocutors. Some of them were satisfactory performed the role of co-operative interlocutors. Low numbers of students were poor role as co-operative interlocutors. It presents that a majority of the students had a good sense of co-operation to maintain it as scaffolding for communication.

The Role of Teacher in the Classroom

In the period of observation, the records of strategies that were used to improve skills of students teaching English to improve communicative skills were taken. I prepare an observation field note and observed ten classes, five classes of two selected campuses. I observed the classroom teaching strategy mainly to verify the strategies which they apply in the classroom. For analyzing strategies of English teacher, I found following roles of them in the classroom.

Facilitator

The first role of any teacher in the communicative classroom is to facilitate the communication process between all participants in the classroom, and between the participants and various activities required in the texts. This provides learners with scaffolding to advance their communicative abilities. It equally tends them to be an active participant in the classroom. The analysis of data related to the role of teachers as facilitators is presented below:

From the observation, I found that majority of the teachers were performed the good role of facilitator. Some of them were performed the satisfactory role of

facilitator and low number of teachers were performed the poor role of facilitator to enhance the communicative abilities to the learners.

Organizer

A teacher is a good model and living source for the learners in the communicative classroom. He/she has to perform the role of organizer in the providing resources and has to be resource himself. The results obtained from classroom observation in this regard have been presented below:

From the observation, I found that most of the teachers were performed as good role of organizer. Some of them were performed as satisfactory role of organizer and low numbers of teachers were performed as poor role of organizer. Hence, in a large number of classes, teachers were found to be good organizerf the resources for the learners in their classroom teaching.

Thus, making English language communicative and effective learners, teachers and classroom activities should be co-operative, interactive and practice based. Self practice, co-operation, translation and appeal for assistance strategies were used by great number of students while communicating with teachers and friends for developing their communicative abilities. Therefore, teachers need to provide students with ample opportunity for practicing in the English language by creating different real life situations in the classroom for promoting their English language ability in the context of Nepalese context.

Chapter – V

Conclusion and Implications

In this chapter, I have presented the conclusions of the research and implications of the study on the basis of presentation, analysis and interpretation of the collected data. The following conclusions and implications of the study have been drawn on the basis of the analyzed data. I have presented the conclusion and implications in the separate headings so that it has become comprehensible for the concerned readers.

Conclusion

After the study, I have come up with some striking ideas about the strategies used by students for better communication in target language. The findings of the study show that the students used a numbers of strategies or activities for developing communicative abilities. This study shows that most of the learners preferred appeal for assistance, and translation strategies while communicating with teachers and friends. Similarly, they were mostly found to use self practice, learning through co-operation, paraphrase, guessing and self repetition strategies to know the meaning of difficult words in their day to day practice of language.

From the study, I noted that the learners' self activities strongly promoted their communication efficiency as they frequently talked to each other. So, language learners need to be exposed with various communicative learning strategies such as co-operation, interaction, translation, avoidance, paraphrase, self practice and appeal for assistance strategies. After the research, it was found that majority of the English language learners of bachelor level employed interaction, co-operation, self-practice, and appeal for assistance strategies, for instance interaction with peers and teachers, sharing ideas and experiences to improve their communicative abilities. Similarly, it was revealed that they prefer to consult reference materials such as dictionaries, text materials and authentic materials and they highlight main ideas and concept to be learnt. A large number of respondents argued that self initiation for learning, self study, practice, communicating with friends, peers and teachers, and other people and interaction play inevitable role in developing communicative abilities in English

language. From such findings, it can be concluded that communicative abilities can be developed through different learner centered, activity based and interactive activities.

This study has become a rewarding experience to me. I understood learners classroom communicative strategies and teachers role as I observed. All the students adopted avoidance, paraphrasing, mime, guessing, co-operation, self practice strategies. However a good majority of them i.e. 90% of them used appeal for assistance and translation strategies. Besides, they also used self attempts or study, interaction, and speaking skills as the most frequent communicative strategies for developing communicative abilities. From the observation, it has also found that the students had peer and group interaction, involved in self practice and made appeal mere fully and co-operative to their friends and teacher. Similarly, learners played role of active participants, co-operative interlocutors and risk taker. Likewise, teacher played role of facilitator and organizer in the classroom.

Implications

It is true say that qualified and professionally dedicated teachers, curious and devoted students and the research based policies and strategies tend to give better results in any academic program. However, the policy makers, practitioners and researcher are not found to whom considerable responsibilities and effective practices for the development of student's communicative abilities. Thus, it seems very essential to recommend some of the suggestions to the policy makers, practitioners and new researchers on the basis of the findings of this study. I would like to suggest the following recommendations:

Policy Level

The educational product of the country depends on the educational policy implemented by the government by the country. Similarly, teaching and learning is also highly influenced by the policies formed by the nation and facilities provided to the teachers and students. In this regard, the following points are recommended for effective policy:

-) As the development of communicative ability is unquestionable objective of language teaching and learning, course book, reference

materials and learning activities should be prepared to address such objectives. This study also found that communicative abilities help in developing language learning so, as much as possible communicative activities and strategies should be preferred.

-) Through the teachers present themselves as the strict followers of communicative method; they are not equally capable to teach communicatively. So, they should be provided training and proper guidelines to teach communicatively and to develop communicative abilities of the learners from the side of policy levels.
-) Different supporting materials have to be designed targeting the communicative abilities of the learners.
-) The effective strategies for better communication should be devised from policy levels so the students and teachers can be facilitated in their learning and teaching.

Practice Level

Teaching and learning communicatively is not an easy task. So, the teacher should be more knowledgeable, practical and curious in their subject and students should be interactive, active, co-operative, risk taker and interested to the learning. Some of the practice related recommendations are as follows:

-) It has been found that teaching and learning in the classroom is not only depend upon textbook but also taking part in dialogue, speak in English with teachers, listening to recorded materials, watching English videos, interact with native speaker on the internet are to be used to improve the communicative abilities.
-) It has also been found that learners preferred co-operation, repetition, self practice, translation, and appeal for help and approximate termin communication to suggest those strategies in their teaching. The teacher should allow the students to do the task in the group. So, it is better to provide enough opportunity for the students to take part in speaking activities in the classroom.

-) Students and teachers play an important role to the fulfillment of expected outcome of any academic programme. Thus , they are recommended to be active, creative and interactive in their inside and outside the classes.

Further Research Level

The present research will be very helpful for those who want to carry out further research in similar topic. They will be benefitted by the following ways:

-) It is thought to be more relevant to carry out participant observation based on large scale study with long period on the topic like classroom strategies, communicative practices, problems of classroom techniques and activities for better communication, etc in the coming days by the new researchers.
-) Further researches should be based on action and experiment of the role, effectiveness and implications of the communicative strategies to the development of learners' communicative abilities.
-) This research will provide a valuable secondary source for the researcher.

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APPENDIX 'A'



QUESTIONNAIRE FOR THE STUDENTS

Dear informants,

This questionnaire is a part of my research tool to gather information for my study entitled "Strategies Used by Bachelor Level Students of English Education for Promoting Communicative Abilities". This research will be conducted under the supervision of lecturer **Mr. Guru Prasad Poudel**, Department of English Education, T.U. Kirtipur. Therefore, you are humbly requested to participate in this study. Your responses will be helpful to find out the strategies used by the students of Bachelor level to enhance their communicative language abilities. Your co-operation in the completion of the questionnaire will be of great value to me. I will assure you that your identity will be kept confidential throughout this study.

Researcher

Gita Kumari Gharti

T.U., Kirtipur Kathmandu

Campus: ^{Jogar} Nava Nepal Campus, Rolpa,

Name: Tulashi Gharti Magar

Level: Bachelor year

Signature: *Tulashi Gharti*

Date: 20.7.7.-17-08

Close-Ended Questionnaire

1. Do you make your own attempts to improve your current level of English language proficiency?

a) Yes b) No

2. Tick the option that applies to you.

Strategies	YES	NO
a) I often change the topic of the conversation in problem (avoidance)		<input checked="" type="checkbox"/>
b) I do not speak anything in confusion(avoidance)	<input checked="" type="checkbox"/>	
c) I ask the questions to my teachers in confusion (appeal for assistance)	<input checked="" type="checkbox"/>	
d) I use reference materials such as dictionaries, internet or textbooks(appeal for assistance)	<input checked="" type="checkbox"/>	
e) I note down the main points during teachers' explanation (paraphrase)		<input checked="" type="checkbox"/>
f) I evaluate myself for finding the strengths and weaknesses (self practice)	<input checked="" type="checkbox"/>	
g) I prepare written summary of the text or information gained through self reading.(self practice)	<input checked="" type="checkbox"/>	

h) I often use the strategy of self repetition(self practice)	✓	
h) I prefer for rehearsing the language needed for an oral or written task (self practice)	✓	
i) I prefer to interact with teachers and friends in difficulty.(co-operation)	✓	
j) I learn through interaction, sharing ideas and experiences. (co-operation)	✓	
k) I insert native language words or phrase in communication problem. (language switch)		✓
l) I translate word for word from the native language.(Literal translation)	✓	
m) I understand the teachers' classroom lesson through translation in Nepali.(translation)	✓	
n) I guess the important questions and practice them. (guessing)	✓	
o) I often find the meaning through guessing (guessing)	✓	

and I should speak politely while communicate with others. I use reference materials such as dictionaries, internet or textbook, to improve my English language.

5. Do you believe that speaking skills play significant role to develop communicative abilities or not? Why?

Yes, I believe that speaking skills play significant role to develop communicative abilities because I thought that it increase our self confident.

6. Is your self study and attempts help to facilitate your current level of learning in English language?

Yes or No, why?

Yes, my self study & attempts help to facilitate my current level of learning in English language because nowadays we can learn anything with the help of internet. If we use internet in right way, we can get more advantage & facilities.

7. In your opinion what is the suitable technique to develop communicative ability in English language?

In my opinion self study is the suitable technique to develop communicative ability in English language, which helps to increase our written skills, speaking skills & to improve our vocabulary.

Thank You for Cooperation

p) I use nearer words to make communication effective (approximation)	✓	
q) I use new words in order to speak a desired meaning (word coinage)	✓	
r) I describe characteristics of word to overcome vocabulary problem (circumlocution)	✓	
s) I describe characteristics of word to overcome vocabulary problem (circumlocution)	✓	
t) I use nonverbal strategies gesture and mime to make my communicative effective (mime)	✓	

Open-Ended Questionnaire

3. Are you interested to improve your communicative language abilities? If yes, why?

Yes, I interested to improve my communicative language abilities because it helps me to speak anything without confusion with anyone. It helps to understand any text & lesson.

4. What do you do to improve your communicative abilities in English language?

English language is a international language which is used in everywhere as well as I want to improve my communicative abilities in english language. At first I should need improve my vocabulary language.



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Researcher

Gita Kumari Gharti

T.U., Kirtipur Kathmandu

Campus: Jajjala Multiple Campus, Lewang Rolpa

Name: MPna Dang

Level: Bachelor 1st year

Signature: MPna

Date: 2077/12/01

Close-Ended Questionnaire

1. Do you make your own attempts to improve your current level of English language proficiency?

a) Yes b) No

2. Tick the option that applies to you.

Strategies	YES	NO
a) I often change the topic of the conversation in problem (avoidance)		<input checked="" type="checkbox"/>
b) I do not speak anything in confusion(avoidance)		<input checked="" type="checkbox"/>
c) I ask the questions to my teachers in confusion (appeal for assistance)	<input checked="" type="checkbox"/>	
d) I use reference materials such as dictionaries, internet or textbooks(appeal for assistance)	<input checked="" type="checkbox"/>	
e) I note down the main points during teachers' explanation (paraphrase)	<input checked="" type="checkbox"/>	
f) I evaluate myself for finding the strengths and weaknesses (self practice)	<input checked="" type="checkbox"/>	
g) I prepare written summary of the text or information gained through self reading.(self practice)	<input checked="" type="checkbox"/>	

h) I often use the strategy of self repetition(self practice)		✓
h) I prefer for rehearsing the language needed for an oral or written task (self practice)	✓	
i) I prefer to interact with teachers and friends in difficulty.(co-operation)	✓	
j) I learn through interaction, sharing ideas and experiences. (co-operation)	✓	
k) I insert native language words or phrase in communication problem. (language switch)		✓
l) I translate word for word from the native language.(Literal translation)		✓
m) I understand the teachers' classroom lesson through translation in Nepali.(translation)	✓	
n) I guess the important questions and practice them. (guessing)	✓	
o) I often find the meaning through guessing (guessing)	✓	

p) I use nearer words to make communication effective (approximation)	✓	
q) I use new words in order to speak a desired meaning (word coinage)		✓
r) I describe characteristics of word to overcome vocabulary problem (circumlocution)		✓
s) I describe characteristics of word to overcome vocabulary problem (circumlocution)		✓
t) I use nonverbal strategies gesture and mime to make my communicative effective. (mime)		✓

Open-Ended Questionnaire

3. Are you interested to improve your communicative language abilities? If yes, why?

Yes, I am interested to improve my communicative language abilities because English language is international language and it make confident to speak with other people.

4. What do you do to improve your communicative abilities in English language?

I use reference materials such as dictionaries, internet, textbooks and talk with people in English language to improve my communicative abilities in English language.

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.....
.....
.....
5. Do you believe that speaking skills play significant role to develop communicative abilities or not? Why?

Yes, I believe that speaking skills play significant role to develop communicative abilities because speaking skills develops confident in people.

6. Is your self study and attempts help to facilitate your current level of learning in English language?

Yes or No, why?

Yes, self study and attempts help to facilitate my current level of learning in English language because practise makes a man perfect. In many attempts to speak English language, it is easy to improve the level of learning in English language.

7. In your opinion what is the suitable technique to develop communicative ability in English language?

In my opinion, to develop communicative ability in English language we should need to read newspaper, TV series in English and make conversation in English language with each other and English language speaking environment should be made in school & college curriculum.

Thank You for Cooperation

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QUESTIONNAIRE FOR THE STUDENTS

Dear informants,

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Researcher


Gita Kumari Gharti

T.U., Kirtipur Kathmandu

Campus: Taljala Multiple Campus

Name: Yurinta Gharti Magar

Level: B.ed. 1st year

Signature: 

Date: 2077/12/01

Close-Ended Questionnaire

1. Do you make your own attempts to improve your current level of English language proficiency?

a) Yes b) No

2. Tick the option that applies to you.

Strategies	YES	NO
a) I often change the topic of the conversation in problem (avoidance)		✓
b) I do not speak anything in confusion(avoidance)		✓
c) I ask the questions to my teachers in confusion (appeal for assistance)		✓
d) I use reference materials such as dictionaries, internet or textbooks(appeal for assistance)	✓	
e) I note down the main points during teachers' explanation (paraphrase)	✓	
f) I evaluate myself for finding the strengths and weaknesses (self practice)	✓	
g) I prepare written summary of the text or information gained through self reading.(self practice)	✓	

h) I often use the strategy of self repetition(self practice)	✓	
h) I prefer for rehearsing the language needed for an oral or written task (self practice)	✓	
i) I prefer to interact with teachers and friends in difficulty.(co-operation)	✓	
j) I learn through interaction, sharing ideas and experiences. (co-operation)		✓
k) I insert native language words or phrase in communication problem. (language switch)	✓	
l) I translate word for word from the native language (Literal translation)	✓	
m) I understand the teachers' classroom lesson through translation in Nepali.(translation)	✓	
n) I guess the important questions and practice them. (guessing)	✓	
o) I often find the meaning through guessing (guessing)		✓

p) I use nearer words to make communication effective (approximation)	✓	
q) I use new words in order to speak a desired meaning (word coinage)	✓	
r) I describe characteristics of word to overcome vocabulary problem (circumlocution)	✓	
s) I describe characteristics of word to overcome vocabulary problem (circumlocution)	✓	
t) I use nonverbal strategies gesture and mime to make my communicative effective. (mime)		✓

Open-Ended Questionnaire

3. Are you interested to improve your communicative language abilities? If yes, why?

Yes, I'm interested to improve my communicative language abilities because it helps to speak a desired meaning of a new words through conversation.

4. What do you do to improve your communicative abilities in English language?

To improve my communicative abilities in English language, I listen to native English speakers.

5. Do you believe that speaking skills play significant role to develop communicative abilities or not? Why?

Yes, I believe that speaking skills play significant role to develop my communicative abilities because through conversation I can overcome vocabulary problems.

6. Is your self study and attempts help to facilitate your current level of learning in English language?

Yes or No, why?

Yes, my self study and attempts help to facilitate my current level of learning in English language because it may help to ~~interest~~ evaluate myself for finding the strength and weakness.

7. In your opinion what is the suitable technique to develop communicative ability in English language?

In my opinion the most suitable technique to develop communicative ability in English language by listening to others.

Thank You for Cooperation



OBSERVATION FIELD NOTE

Date	Teaching/ learning topic	Use of communication strategy	Context	Exemplification
2077/12/08	Start of Kali Yuga	Asks for assistance	While reading text	What is mean mean by 'Kali Yuga'?
2077/12/09	Start of Kali Yuga	Self practice	While writing answer	Justify the title "Start of Kali Yuga"
2077/12/10	Vocabulary	Self-practice	While making meaningful sentence	'Dharma' I follow Hindu Dharma.
2077/12/11	Conversation	Cooperation	Dialogue between two farmers	F ₁ : Good morning. F ₂ : Good morning, what's up?
2077/12/12	The Mirror of Matsuyama	Literal translation	While reading text	When teacher asks about topic, student describe with the help of native language like, Usako nama Sauteri Aama Thiya
Others	x	x	x	x