

# **CHAPTER-I**

## **INTRODUCTION**

This study is carried out on the title 'Communication Strategies Used by Nepalese EFL Learners'. This chapter includes all together seven sub-headings. They are background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Communication is the process of sharing ideas, thoughts, emotions and information among people. As being social creature, human beings cannot remain untouched from sharing feelings, thoughts, desires and information among each other. Communication helps to connect the people by understanding each other. So, communication is taken as an unavoidable phenomenon in human society. Language is the tool of communication. It may be in various forms, i.e. especially in spoken, written and symbolic forms. We need any form of language for communication.

First language is learned from the birth of a child and it almost completes within ten years. The language is supposed to be learned easily and effortlessly within those ten years of life. Lenneberg (1967, as cited in Rawal & Joshi, 2011) tells 'critical period' to the period of ten years of early life. But in case of learning language other than first language, learners face various types of difficulties. Because other languages are learned after learning the first language in most of the cases and the elasticity of the mind goes to be disappeared in that period according to CPH by Lenneberg (ibid.). So, learners of foreign languages feel difficulty in course of communication incase of learning foreign languages. They use various types of tricks, plans to overcome from the problems and to continue their communication. Those types of tricks,

plans and tactics are known as communication strategies. English is now used as lingua franca or contact language. People from every corner of the world are attracted to learn English language. English is used as native language, second language and foreign language in specific countries according to the acquisition process and the role played by it. Kachru (1983) has divided the world people into three circles as 'inner circle', 'expanding circle' and 'outer circle'. Our country falls under 'expanding circle' where English is used as foreign language and used especially in educational field. So that, our students should have the knowledge of various types of communication strategies.

To be contacted with world people, we need to learn English. Harmer (2007) says that English is an entry requirement for much tertiary education in global market. So, Nepalese are also being attracted to learn English but they face various problems there in course of communicating in English. There are numbers of strategies to overcome from those communication problems. The EFL students of Nepal should also be aware of those strategies for successful communication in English language to be contacted with the world for good opportunities in life.

## **1.2 Statement of the Problem**

Even though there are various studies on communication strategies and related to them as Abunawa, N. (2012), Yaman, S., Irgin, P. and Kavosogulu, M. (2013) and other, the strategies of communication used by Nepalese lower level learners are reflected in this study. Lower level is the basement for the higher one. Students' educational condition needs to be analyzed and improved from the basement levels. English language is taken as foreign language in Nepalese context. Nepal falls within expanding circle as divided by Kachru (1983) because, according to him, expanding circle includes the countries, where English is used as FL. English is now widely spreaded around each corner of the world because it is an international contact language i.e. lingua franca which connects the people from different linguistic backgrounds. The need of English

communication is the need of this era to every person and especially to young generation.

Communication strategies are the plans and practices to overcome from communication breakdown. They are the planned actions to continue the communication to make the healthy social relation. Students need the strategies of communication in English to be touched with the global village of information and technology.

The researcher is interested to choose this topic for the study because the strategies to learn English language can be in the process of changing according to the needs, levels, contexts and genders of the learners. So, the issue behind the creation of this study is that the researcher wants to investigate the changing communication strategies adopted by the students according to the demand of specific time, level and the context of public and private schools in Nepalese context.

### **1.3 Objectives of the Study**

The objectives of this study were as follows.

- ) To investigate the communication strategies used by the students of class eight, in terms of:
  - a) Public and private schools.
  - b) Frequency of communication strategies.
- ) To suggest some pedagogical implications or recommendations.

### **1.4 Research Questions**

This study had the following research questions.

- ) What types of communication strategies the students use in the classroom?

- ) What are the variations between the strategies of communication those are used by private school students and public school students?
- ) What are the most and the least frequent strategies of communication?

## **1.5 Significance of the Study**

This study will be significant to the personalities who are engaged in English language teaching and learning. The personalities who will be benefitted directly by this intensive study are given below.

### **Students:**

The students who are learning English will be benefitted by this study. They will study the communication strategies by the learners of this study and will gain some strategies to adopt themselves.

### **Teachers:**

English language teachers will gain some ideas about communication strategies used by the learners and will adopt the appropriate strategies for successful teaching learning classroom.

### **Further Researchers:**

For the persons who will carry out research studies on communication strategies and related to it, the study is expected to play the significant role by providing some ideas related to the study.

## **1.6 Delimitations of the Study**

The study has some specific areas or limitations those are presented in the following way.

- ) The study was limited to Lamjung district only.

- ) The study was limited to two schools only, one of them was private school and the next was public school.
- ) The study was limited to forty students from class eight only.
- ) The study was limited to investigate and analyze students' 'communication strategies only.
- ) The study was limited to survey research design only.
- ) The study was limited to the tools as observation and questionnaire only.
- ) The study was limited to random sampling through fishbowl draw method only.

## **1.7 Operational Definition of the Key Terms**

Some of the key terms related to this study are defined as follow:

**L1:** The language that is acquired at the first time after the birth of a child is known as L1. Here, Nepali, Gurung, Magar or what the languages are used by the sample students for this study as their mother tongue are taken as L1 in this study.

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

**Foreign Language:** The Language which is used for educational or for some specific purposes and which is learned after native language acquisition is foreign language. Here, English is taken as the foreign language.

**Target Language:** The language that is aimed to learn is known as target language. English is used as TL in this study.

**Communication Strategies:** Plans and practices to overcome from the problems of communication breakdown are communication strategies. In the context of this study, taxonomy given by Brown (1994) refers to

communication strategies. For example, mime, avoidance, approximation, circumlocution and so on.

**Lower Secondary Level Learners:** Students who study in class six to eight are known as lower secondary level students in Nepalese context.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter includes the theoretical knowledge related to the study. After that, the glimpse of previous studies related to this study is reviewed in next sub-heading. Then, how the particular reviewed study is beneficial for the researcher is evaluated. At last, the whole thing of the study is shown in a framework.

#### **2.1 Review of Related Theoretical Literature**

This sub chapter tries to generate the various theoretical perspectives related to communication strategies.

##### **2.1.1 Communication: An Introduction**

Communication is the process of exchanging feelings, thoughts, ideas from one person or place to another person or place. The history of communication cannot be separated from human history. It is the primary need to transfer thoughts, beliefs and ideas forever to make human being sociable.

Crystal (2003, p. 103) define communication as "the transmission and reception of information (a message) between a source and receiver using a signally system". He means communication is a symbolic system to send or receive a message. Human beings cannot remain without sharing the feelings and concepts to others because they need to share their feelings with their interlocutors. If they do not share the ideas, feelings or what is inside their mind, the unshared feelings make human being untouched and far from the interlocutors. So, we need communication to pass out the things which are existed in our mind to be touched and near to our interlocutors. Similarly, Stone et al. (2006, as in Subedi, 2011, p. 3) define communication as

"A two- way process by which one person stimulates meaning in the mind(s) of another person(s) through verbal and/or non- verbal messages. It is an ongoing, dynamic process and not only a one way transmission."

So, we can say that it is the two way process between sender and receiver. They share the meaning through communication and it may be verbal or non-verbal in nature.

### **2.1.2 Language as a Mean of Communication**

Language is a special gift to human beings by the nature. Human vocal organs can produce uncountable systematic structures of utterances those are the ingredients of language. It is only human beings who can produce language in the world. It is the language that makes great different between human beings and other species. Only producing a sound cannot be a language. To be a language it should be meaningful and systematic.

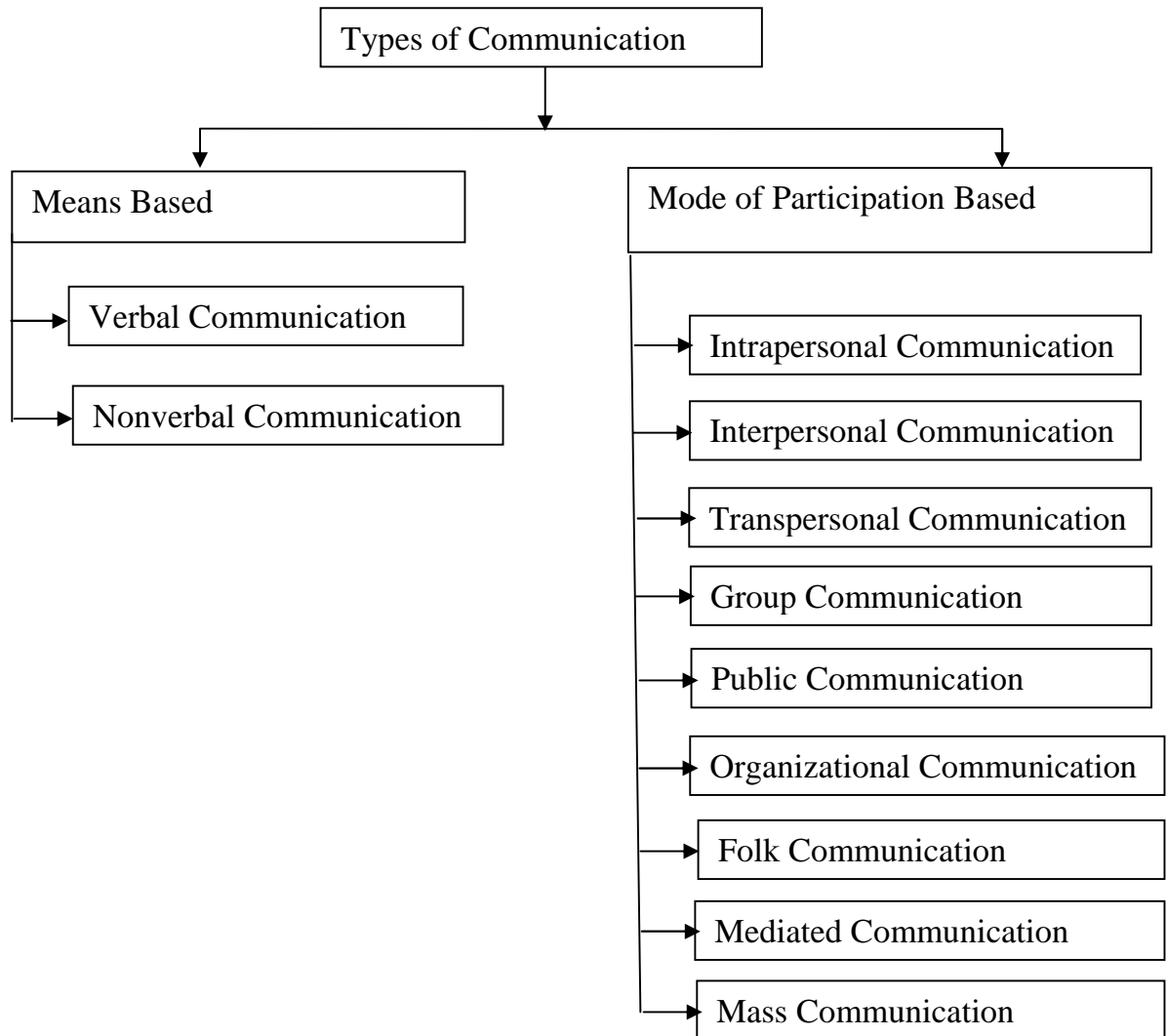
According to Sapir "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by method of voluntary produced symbols." (as, cited in Yadava, 2001, p.5). He means that language is the method of communication and it belongs to Human beings purely.

Communication can be expressed only through language. It means if there is no language then no possibility of communication. So, language is a special and only a tool of communication. We need language to be communicated among our interlocutors.

### **2.1.3 Types of Communication**

Communication takes place in various ways. It can be divided in to two broad types as given in Eunson (2005, p. 9). One of them is means based classification and the next is mode of participation based classification. The diagram about the classification is given in the next page.





The detail of the above mentioned diagram is described below:

**a) Means Based Communication**

If the communication is classified on the basis of the production of the words and sentences that is what we call means based communication. There are altogether two types of communications under means based communication:

- i) Verbal Communication:** The communication which takes place through words and sentences is called verbal communication. This type of communication takes place through the production of sound through human vocal organs.

**ii) Nonverbal Communication:** The communication that does not take the help of words, sentences, structures those are directly produced to be meaningful is called nonverbal communication. For example, body language or gesture can be used without any sound. It is the symbolic type of communication.

**b) Mode of Participation Based Communication**

If we classify the communication on the basis of persons involve and the place that is what we call mode of participation based communication. On the basis of mode of participation, communication can be classified in to nine different types which are described as the following way:

**i) Intrapersonal Communication:** The communication which takes place within an individual is intrapersonal communication. It is internal communication. The person speaks her/himself alone about the thoughts, beliefs, calms and confidence is known as intrapersonal communication.

**ii) Interpersonal Communication:** It is the communication between two or more individuals. There are two types of communications under interpersonal communications i.e. mechanical and non mechanical communications. If mechanical devices like telephone, e-mail, etc. are used in course of communication that is known as mechanical communication and if the participants take part in conversation directly, that is known as non mechanical communication. It is also known as face to face communication.

**iii) Mass Communication:** This type of communication includes uncountable numbers of participants and they may or may not know each other. The communication through electronic devices as television, radio, newspaper is known as mass communication.

- iv) **Transpersonal Communication:** It is known as the conversation with the divine. The communication that is based on religious beliefs and mediation is transpersonal communication. It is related to religious places like temple, church and so on.
- v) **Group Communication:** The communication that takes place within a group of people is known as group communication. It is the communication between one to few people and the participants easily know each other.
- vi) **Public Communication:** Public communication takes place within one-to-many participants. For example, a leader delivering a speech among a mass of people.
- vii) **Organizational Communication:** This type of communication takes place between or among organizational setting. For example, a person who is involved in Nepal Telecom being communicated with a person from Nepal Television.
- viii) **Folk Communication:** The communication that is related to songs, theatre is known as folk communication.
- ix) **Mediated Communication:** This type of communication takes the help of technology. For example, conversation through mechanical devices like telephone, e-mail, chat is known as mediated communication.

#### 2.1.4 Strategy

The word 'strategy' refers to a plan designed to achieve a particular long term aim. In other words it is a tactic or action carefully planned to achieve a specific end. In this way, strategy refers to a planned practice to reach on any goal. Brown (1994) defines strategies in his own words which is given in the following way:

Specific method of approaching a problem or task, modes of operations for achieving a particular end, planned designs for controlling and manipulating certain information. They are contextualized "battle plans" that might vary from moment to moment, or day to day, or year to year (p.104).

In the context of SLA and ELTL there are altogether two famous types of strategies, they are learning strategies and communication strategies as given by Brown (1994).

#### **2.1.4.1 Learning Strategy**

If the word strategy means plan to do something to achieve any specific end, the word learning strategy obviously refers to the plan of learners to learn second language in our teaching learning context. The methods, plans, special tricks and tactics that the learners adopt for the sake of learning refer to learning strategies. In the field of SLA, learning strategy is one of the main influential factors to determine the rate of language as given by Hedge (2008).

Oxford (1990) defines learning strategies as specific action behaviors or techniques that learners use to improve skill in L2. So, we could say that, learning strategies refer to the deliberate attempt from the side of the learners to acquire L2. The act of L2 learners for acquiring L2 refers to learning strategy. Learning strategies help to make the learners autonomous. Brown (1994) says that learning strategies deal with input, processing, storage and retrieval. According to O' Malley et al. (1985, as cited in Brown 1994, p. 116) there are three types of learning strategies they are cognitive, meta cognitive and socio affective strategies.

### **2.1.4.2 Communication Strategy**

Communication strategies are useful to communicate in L2 or foreign language which refers to the language other than L1 or mother tongue and is earned almost after the acquisition of first language. In other words, while communicating in foreign language, we need various types of plans, tricks and tactics which are communication strategies.

According to Lenneberg (1967, as cited in Rawal & Joshi, 2011), 'critical period' means that a child acquires language easily before s/he passes the ten years of life, i. e. CPH. The period before ten years of life is critical period in which a child can acquire any language effortlessly and easily. But no one can easily learn next language after the end of critical period according to CPH. So, people face various types of problems and difficulties while communicating and there appears the need or the help of communication strategies.

Faerch and Kasper (1983, as cited in Brown, 1994, p.118) define communication strategies as "Potentially conscious plans for solving what to an individual presents itself as in reaching a particular communicative goal." They mean that the communication strategies are the ways to reach in particular communicative goal. Without learning language, communication is almost impossible because language is a tool for communication. It is not possible to learn all the bits of others' language. EFL learners therefore face different problematic situations in course of communicating in second or foreign languages. Learners' inadequate command in L2 creates numerous problems in course of communication. To mastery over on others' language is not a minor thing and lack of mastery creates problems in communication while communicating especially in L2.

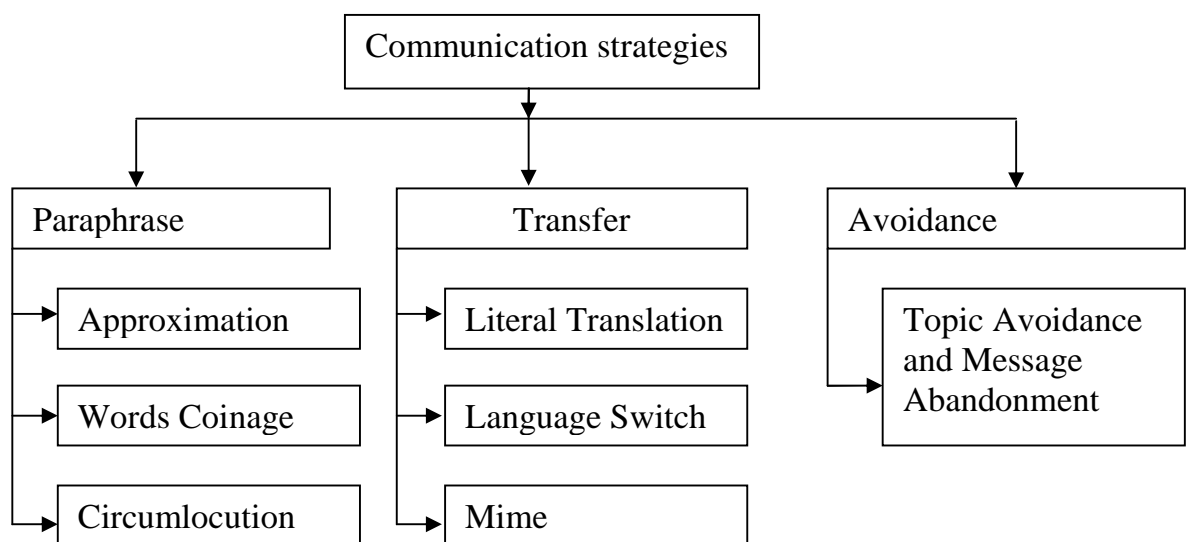
Learners try to overcome from the problems of communication breaking. In other words, they want or try to continue their communication. To make the message acceptable to their interlocutors, they try through various plans, tricks and efforts to make sound communication are communication strategies.

When learners' linguistic knowledge becomes inadequate to communicate, they try to various tricks to continue their communication because there maybe the gap between learners' linguistic knowledge and their interlocutors' linguistic knowledge. To bridge this type of linguistic gap, learners use other alternative ways to make the communication understandable, those are what we call communication strategies which provide accompany to L2 Learners which help the learners to keep far from making unhealthy communication.

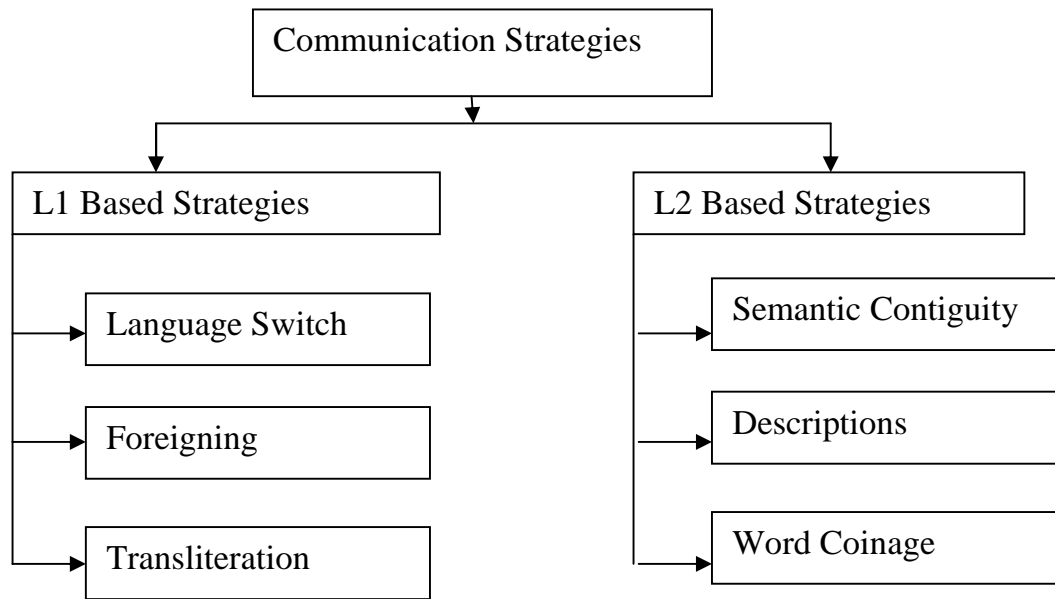
### 2.1.4.3 Types of Communication Strategies

There is not a single and most crucial strategy of communication. Various scholars have investigated different types of strategies but they are overlapped with each others. No single strategy is sufficient to overcome the communication problems.

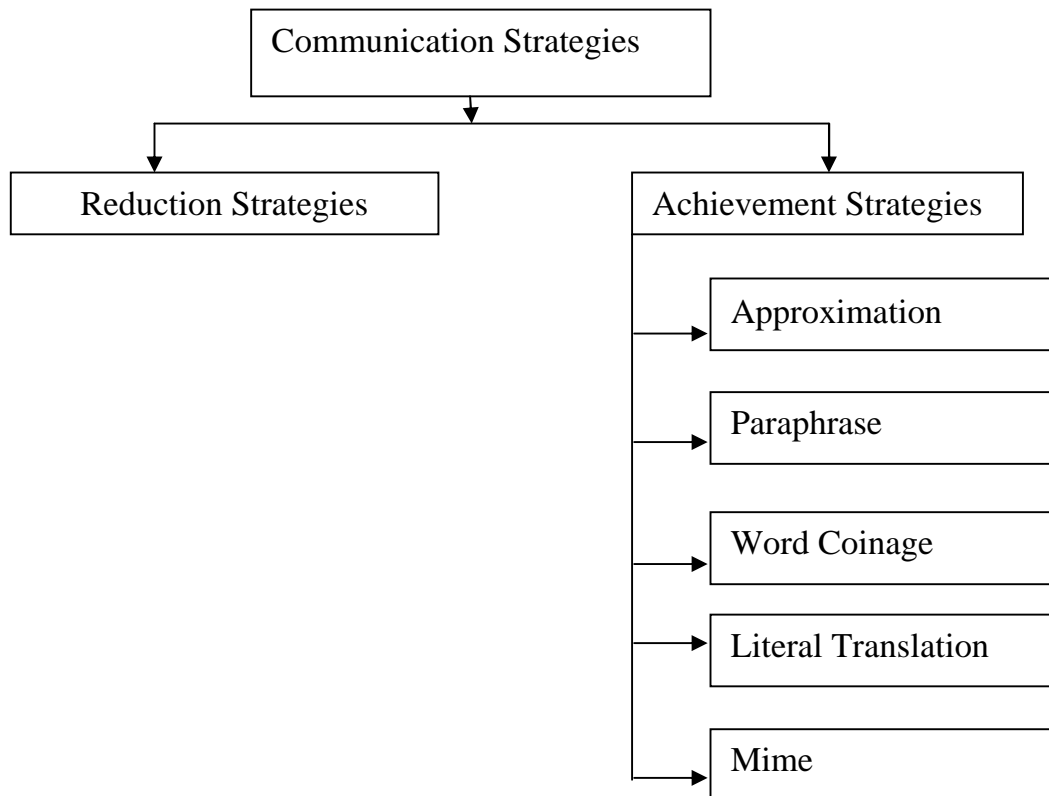
Tarone (1977, as cited in Abunawas, 2012) classifies communication strategies into three major categories. They are paraphrasing, transfer and avoidance. The sub types under the three broad types are given below diagrammatically:



Similarly, the classification of communication strategies by Bialystok (1983, as cited in Abunawas, 2012) is shown diagrammatically in the next page.



In the same way, Ellis (2003) has divided communication strategies in to the following way:



This research study was based on the communication strategies given by Brown (1994). So, here are described the strategies suggested by Brown (ibid) in detail in this study. He has classified communication strategies into eight

broad categories. According to him, communication strategies can be classified in the following way:

### **Communication Strategies**

1. Approximation
2. Word Coinage
3. Circumlocutions
4. Literal Translation
5. Language Switch
6. Appeal for Assistance
7. Mime
8. Avoidance

Here, the strategies given by Brown (1994) are interpreted in detail:

1. **Approximation:** When the learners do not know the whole phrase they use the single target language vocabulary. Even though that is not correct that is sufficient to give understandable meaning. For example, 'pipe' for 'water pipe', 'board' for 'blackboard', etc.
2. **Word Coinage:** Creation of new word to communicate is known as word coinage strategy. For example, 'air ball' for 'balloon'.
3. **Circumlocution:** The process of communicating through the description of the characteristics of the object is circumlocution as 'playing thing' for 'ball'.
4. **Language Switch:** The process of using NL term rather than target one. For example, 'gilas' for 'glass'.
5. **Literal Translation:** strategy of using word for word translation from the native language is known as literal translation. For example, 'exchanging breath' for 'breathing' in Nepalese context.



6. **Mime:** If the learners are unable to produce sound then mime is the strategy to continue the communication. It is the way of communicating through gesture or body language or using non verbal or symbolic communication. For example, making 'hand up' to tell 'high' or 'tall'.
7. **Appeal for Assistance:** When the learners ask for the help of their interlocutors to continue the communication that is known as appeal for help. For example, telling 'what is that?' to ask the ambiguity.
8. **Topic Avoidance:** sometimes learners cannot be able to talk on target language item or structure because they do not have the knowledge about that. At that time they change the topic of the conversation.

#### **2.1.4.4 Importance of Communication Strategies**

Communication strategies are the ways to make people sociable and people build rapport among them. These can be the ways of filling vocabulary gaps as Poulisse (1990) say communication strategies are the ways to lubricate the wheel of social communication. Communication strategies are the way to compensate the gap between and among interlocutor. Learners of second language cannot be more proficient in L2 communication. So, communication tactics are needed in teaching learning field. In the context of educational institution the importance of communication strategies is immeasurable and unavoidable. Learners' styles of learning can be found in various types as Ellis and Sinclair (1981, as cited in Ellis, 1985) say that the teachers should be aware of learners' styles of learning and those help to match the suitable strategies with learners. Some of the important points about the importance of communication strategies are as follows:

- i. To continue the communication.
- ii. To make meaningful communication.
- iii. To encourage the learners to speak.
- iv. To bridge the gap between the linguistic knowledge of learners and their interlocutors.

- v. To increase the co- operation between learners and teachers.

In this way, communication strategies are very much important. In the context of teaching and learning foreign language, we never can avoid the place of communication strategies. In Nepalese context, communication strategies are beneficial to make the students to continue their communication. If students have the required knowledge of communication strategies they can use them in appropriate way and can be the accepted member to lubricate the wheel of social relation in this globalized world. If students have the proper knowledge of communication strategies they can be touched in the world literature and the whole information technology.

## **2.2 Review of Related Empirical Literature**

For the purpose of gaining the related knowledge and idea for this study, the researcher has gone through some related research works. The researches which are reviewed are conducted in different foreign contexts and Nepalese contexts and are from different articles, books, journals and theses. Some of the articles, books, journals and theses the researcher has reviewed are as follows:

Singh (2008) conducted a research on 'Role of Motivation in English Language Proficiency'. The main objective of the study was to analyze the role of motivation in language learning. The survey design was used as the research design and questionnaire was as a tool to collect data. The sampling procedure of the study was random sampling and forty participants were used as the sample. The findings of the research were that motivation plays positive role in language proficiency and it has the great role to make the students autonomous and more active.

Chaudhary (2009) has carried out a research on 'Learning Strategies Used by the Class Toppers of Higher Secondary Education'. The main objective of the study was to investigate the learning strategies by topper students. The survey design was adopted as research design and questionnaire was used as data collection tool. Non- random and purposive sampling strategy and sixty students were used in the study. The finding was that topper students adopt

guessing strategies even they do not know the exact meaning. So that they become more active in the classroom and the teacher can identify their weakness so that the students can improve themselves.

Next study was carried out by Ghimire (2011) on 'A Study on Students Communication Strategies in the Classroom'. Her main objective was to find out the strategies of communication by higher secondary level students. Survey design was used in her study and questionnaire was used as the tool of data collection. Random sampling was the sampling strategy and fifty students were taken as the sample in the study. The major findings of her study were minimum number of students use synonym and maximum students use asking question strategy in course of continuing communication and students used altogether twelve types of strategies in the classroom.

Abunawas (2012) carried out a research on 'Communication Strategies Used by Jordanian EFL Learners'. The main objective of the research was to analyze the relationship between learners' proficiency and the use of communication strategies either L1 based or L2 based. The survey design was used as the research design and the test items were used as the tool to collect the data. In this study, random sampling as the sampling strategy and sixty six students were taken as the sample. The major findings from the study were the higher the proficiency of the students the lower the use of L1 based communication strategies; students who were more proficient had used L2 based strategies and the students who were less proficient had used L1 based strategies.

Cervantes and Rodriguez (2012) carried out a research on 'The Use of Communication Strategies in the Beginner EFL Classroom'. The main objective of the study was to observe students' and teachers' behaviors in the class room while communicating. Survey research was used as the research design and the tools were observation and interview. Both non- random and random sampling strategies were used and the participants were two teachers and fifty students. The major findings of the study were teacher should be knowledgeable and capable to make students interactive in the classroom and students should have the desire to communicate.

Similarly, next research reviewed is the study by Uгла, Adnan and Abidin (2013) on 'Study of Communication Strategies Used by Iraqi EFL Students'. The main objective of the study was to find out different kinds of communication strategies used by Iraqi learners. Survey design was used and the tool to collect the data was questionnaire. Random sampling was used and the participants were fifty in number. The major finding was that Iraqi learners do not have enough opportunity to interact with others in English because they use accuracy check, guessing, repetition and asking for help frequently.

The study by Yaman et al. (2013) on 'Communication Strategies: Implication for EFL University Students'. They searched about the communication strategies of EFL university students in Turkey. The main objective of the study was to find the gender variation in case of using communication strategies. The survey design was used and questionnaire was used as the tool for data collection. In this study random sampling strategy was used and the samples were two hundred and ninety one. The major finding of this study was that there is significant variation between male and female while using communication strategies. Male use more communicative strategies than the female. It means male speak more than the female.

### **2.3 Implication of the Review for the Study**

No doubt the previous studies will help the researcher to guide in many ways. The reviewed studies will certainly help to lubricate the mind of the researcher to expand the horizon of her knowledge related to the study. The researcher will be benefitted by knowing about how to carry out the study, how to prepare the tool for data collection, how to interpret and analyze the data and so on.

The study by Singh (2008) is beneficial to know the role of motivation in the use of different strategies of communication. The study by Chaudhary (2009) helped the researcher to know the relationship between learning strategies and communication strategies. Similarly, the study by Ghimire (2011) played the beneficial role to determine the tools for the study and interpret the results of the study. In the same way, the study by Abunawas (2012) plays supportive role in determining the objectives and the research questions for the study. Other studies by Cervantes and Rodriguez (2012), Uгла et al. (2013) and

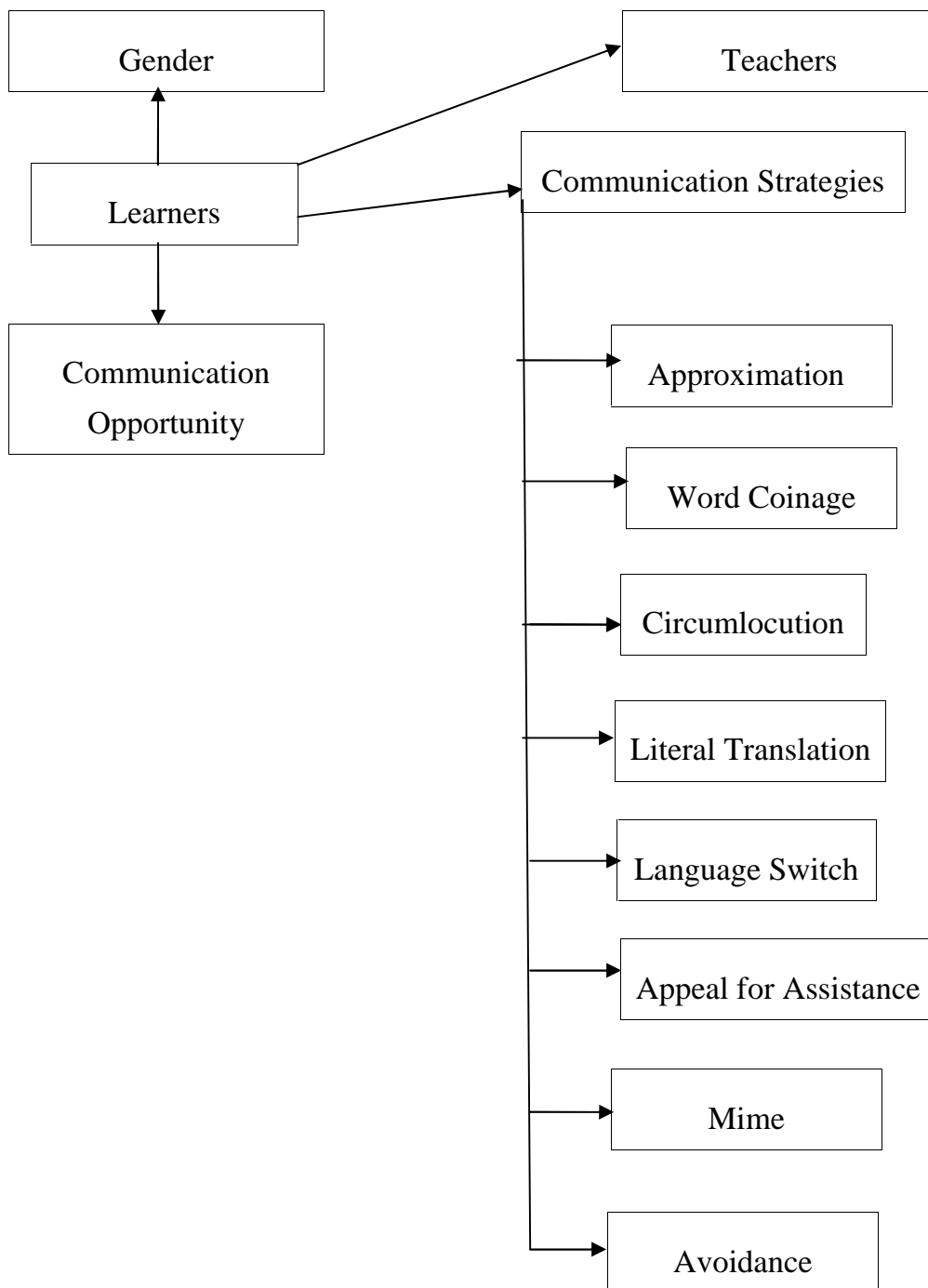
Yaman et al. (2013) were cooperative for the researcher to interpret and analyze the result of the study.

Various studies from both of the foreign and Nepalese contexts are reviewed intensively. All the research studies have their own objectives, populations, study areas, findings, conclusions and recommendations. After going through those studies, the researcher becomes sure that her study is a bit different from the previous studies to add the next different way in research area. Here, in this study the researcher's little attempt will be different from other studies those are reviewed by the researcher.

The foreign researchers' study like Abunawas (2012), Uгла et al. (2013), Yaman et al. (2013), etc. were carried out to find out the study related to their own contexts. It means not to say that there are not any studies till now in Nepalese context. But on the one hand, the studies in Nepalese context are carried out at upper levels like secondary level, higher secondary level and it is necessary to make the base strong at first to make the house strong. If the lower level learners' problems are not identified in time, they can create other great rooted problems. So, it is necessary to understand the lower level students' condition or problems at first to improve the upper levels. On the other hand, styles are almost unchangeable but strategies are changeable according to the context. Brown (1994) further says that they are 'battle plans' and are contextualized that might vary from year to year, day to day or even moment to moment. So, the researcher wants to observe and analyze the condition, battle plans or communication strategies of lower secondary students in case of grade eight from both of private and public schools of the year 2015 in Nepalese context and especially in the context of Lamjung district.

## **2.4 Conceptual Framework**

There may be various factors related to communication Strategies. According to the researcher the frame work of this study is given in the next page.



The frame work given above is discussed in the following way:

- i. **Communication Opportunity:** Communication is the way of sharing ideas, feeling, and information among people. It affects on communication strategies on the basis of opportunity to speak that is gained by the learners in the classroom.

- ii. **Teacher:** Teacher is the influential personality in the classroom. The idea, knowledge and competence of teacher on communication strategies affects on the use of them by the students in the classroom.
- iii. **Communication Strategies:** Strategies are the plans from the side of the learners to overcome from communication breakdown. In this study the strategies given by Brown (1994) are studied and will be used to collect the data for this study.
- iv. **Learners:** Learners are the travellers in learning process who are the user of communication strategies to learn language.
- v. **Gender:** Students' gender as male and female also affect on the use of communication strategies.

## **CHAPTER-III**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter describes about how the researcher had did to collected the data for the achievement of the objectives of her study. There are altogether six sub-chapters under this heading.

#### **3.1 Design and Method of the Study**

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

##### **3.1.1. Survey Research Design: An Introduction**

Survey design is a kind of research design which is used to carry out the study that includes or represents a large number of populations. It is used to collect the view, attitude, perception and reach ability of the target population. Cohen and Manion (1985, as cited in Nunan, 1992, p.140) define survey research as "the most commonly used descriptive method in educational research, and may vary in scope from large- scale governmental investigation through small scale carried out by a single researcher". They mean that it is the research design for the investigation of large to small scale and can be carried out by many or even a single researcher. Similarly, Kerlinger (1986) has given the following characteristics of survey research:

- ) Studies the large population by selecting and studying small Sample.
- ) Discovers the relative incidents.



- ) Studies the interrelationship of social and psychological variables.

According to Nunan (1992), "The purpose of survey is generally to obtain a snapshot of conditions, attitudes, and/ or events in a single point in time" (p.140).

The researcher had applied this design to collect data because this study has the following characteristics which are found to be same as the characteristics of survey design as above mentioned scholars have declared.

- ) It was conducted to represent a large population by a small sample.
- ) Triangulation approach was applied from the side of the tools i.e. observation and questionnaire.
- ) Data were collected at a single point of time.
- ) Data were collected by the single researcher.
- ) Snapshot of the condition of communication strategies were obtained in a short period of time.

### **3.1.2 Steps/ Process of Survey Research**

According to Nunan (1992), there are eight steps of survey research which are described in the following way.

- ) **Define Objectives:**  
The researcher should know the objective of the study. Without the specific objective there is no clear way to carry out the research.
- ) **Identify Target Population:**  
After the formulation of the objectives, the researcher should be concerned towards the population that is occupied by her study. In other words, she should clarify the whole population indicated by her study.

- ) **Literature Review:**

The researcher should know the related knowledge about the study and she should go through the other related studies by various researchers. These types of reviewed literature help the researcher to increase the horizon of her knowledge related to the study.
- ) **Determine Sample:**

From the whole identified population the researcher should select the population which can be directly involved in her study because the whole population cannot be studied with limited time, budget and so on.
- ) **Identify Survey Instruments:**

After the review of related literature the tools for the collection of data should be identified. The researcher should be very careful in this stage because the nature of the study and the tools those are selected should be matched with each others.
- ) **Design Survey Procedures:**

In this stage the researcher should design the procedures of survey research. For example going to the field, contacting to the authority, visiting the target population, applying the tools, collecting the data, analyzing and interpreting the data, making the results, findings and the conclusion.
- ) **Identify Analytical Procedures:**

In this stage the researcher should know the ways to analyze the data. For example, qualitative and quantitative.
- ) **Determine Reporting Procedures:**

At last, the researcher should know the ways to report the summary, findings, conclusion and implementation of the study.

### **3.2 Population, Sample and Sampling Strategies**

The population that is represented in this study was the number of all students of lower secondary level from Lamjung district. Among many, the two schools were selected. Among them, one was private and the next was public school. Twenty students from each school and altogether forty students were selected from class eight as the sample as the survey research design demands a large scale of population. Among them the number of girls and boys was equal. Students were selected randomly through fishbowl technique. It is the technique of random sampling, where the sample from the population is selected by writing any symbol or name in a piece of paper to denote each of the individual. Then, the researcher puts the pieces of paper into a container and picks up the required number.

### **3.3 Study Area/Field**

The area of this study was two schools of Lamjung district including private and public both. Lamjung Higher Secondary School was selected as public school and Sayapatri Secondary Boarding School was as private school. Similarly, the field of the study was from SLA in communication strategies used by the EFL learners of Nepal.

### **3.4 Data Collection Tools and Techniques**

The study was carried out through observation and questionnaire. The observation was structured, non-participant and natural and was recorded through checklist. A list of questionnaire was used to collect students' specific strategies of communication which they use in given situation. The close ended questions were distributed to collect the data.

### **3.5 Data Collection Procedures**

The researcher had followed some specific procedures to collect the data, which are described in the next page.

- i. After determining the tools of data collection, the researcher visited the private school and made a contact to the authority to ask for the permission by telling the purpose of the study.
- ii. When she was allowed, she visited the students of grade eight for her study population.
- iii. Then she told about the purpose of her study to the students.
- iv. She selected twenty students as the sample from the class and equal number of boys and girls were selected to avoid gender bias.
- v. She observed the students' strategies by sitting on the last bench of the classroom and filled up the checklist within a week.
- vi. She applied the same sample to carry out the required data from questionnaire.
- vii. Then, she distributed the questionnaire and collected the information or data within three days.
- ix. The same procedures were adopted at the next school.

### **3.6 Data Analysis and Interpretation Procedures**

Generally, data in survey research seem suitable to keep in both qualitative and quantitative method. In relation of being survey research the collected data in this study are analyzed with the help of some statistical tools as tables, frequency count percentage sand so on. The data are analyzed and interpreted through both qualitative and quantitative methods.

## **CHAPTER-IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

In this chapter there are analysed and interpreted the results those were found from the sample with the help of specific tools as observation and questionnaire. In the same way, the summary and findings from the result are also presented in the same chapter. The data from sample are analysed and interpreted through both qualitative and quantitative methods. Data are quantitatively presented at first through simple statistical tools as tabulation, frequency count and percentage. Similarly, the same data are interpreted on narrative form and simple language.

#### **4.1 Analysis of Data and Interpretation of the Results**

In this sub-heading, the data are analysed and their appropriate interpretation is presented.

##### **4.1.1 Analysis and Interpretation of the Data from Observation Check-List**

The table given in the next page shows the frequency of the strategies of communication from observation -checklist.

**Table-1**  
**The Detail of the Strategies Used for Communication in Observation**

S.N.	Strategies Of communication	Total		Private school		Public school	
		Freq.	Per.	Freq.	Per.	Freq.	Per.
1	Approximation	289	13.13	192	8.62	97	4.40
2	Word Coinage	92	4.18	66	3	26	1.18
3	Circumlocution	315	14.31	225	10.22	90	4.09
4	Language Switch	492	22.36	72	3.2	420	19.0 9
5	Literal Translation	185	8.40	80	3.63	105	4.77
6	Appeal for Assistance	390	17.72	110	5	280	12.7 2
7	Mime	100	4.54	44	2	56	2.54
8	Avoidance	337	15.31	65	2.95	272	12.3 6
9	T0tal	2200		854		1346	

The above mentioned table is interpreted in the following way.

**Approximation**

This strategy was used 289 times and the frequency rate were 13.13 percent. In the context of private school, it were used 192 times and 8.72 percent was the frequency rate. On the other hand, in the context of public school, 97 times were the frequency number and 4.40 was the frequency rate for the same strategy.

**Word Coinage**

This strategy was used 92 times in total and the frequency rate were 4.18 percent. In the context of private school, it was used 66 times and 3 percent were the frequency rate of the strategy. Contrary to this, in the

context of public school, 26 times were the frequency number and 1.18 were the frequency rate.

) **Circumlocution**

In case of this strategy, 315 times were the frequency and the frequency rate was 14.31 percent. In the context of private school, it was used 225 times and 10.22 percent were the frequency rate of this strategy.

Contrary to this, in the context of public school, 90 times is the frequency number and 4.09 were the frequency rate for the strategy.

) **Language Switch**

Similarly, this strategy was used 492 times and the frequency rate were 22.36 percent. In the context of private school, it was used 72 times and 3.2 percent were the frequency rate of this strategy. Contrary to this, in the context of public school, 420 times were the frequency number and 19.09 were the frequency rate.

) **Appeal for Assistance**

This strategy was used 390 times and the frequency rate were 17.72 percent. In the context of private school, it was used 110 times and 5 percent were the frequency rate of this strategy. On the other hand, in the context of public school, 280 times were the frequency number and 12.7 2 were the frequency rate.

) **Literal Translation**

This strategy was used 185 times and the frequency rate were 8.40 percent. In the context of private school, it is used 80 times and 3.63 percent were the frequency rate of this strategy. On the other hand, in the context of public school, 105 times were the frequency number and 4.77 were the frequency rate.

) **Mime**

This strategy was used 100 times and the frequency rate were 4.54 percent of the students used it. In the context of private school it is used 44 times and 2 percent were the frequency rate of this strategy. Contrary to this, in the context of public school, 56 times were the frequency number and 2.54 were the frequency rate.

) **Avoidance**

This strategy was used 337 times and the frequency rate were 15.31 percent. In the context of private school, it was used 65 times and 2.95 percent were the frequency rate of this strategy. On the other hand, in the context of public school, 272 times were the frequency number and 12.36 were the frequency rate.

#### **4.1.2 Analysis and Interpretation of the Data Obtained from Questionnaire**

The data from questionnaire are analysed in both quantitative and qualitative way in the following way.

The holistic analysis of the data obtained from questionnaire is presented in the following way in tables.

A) **The Most Frequent Strategies:**

The table given in the next page shows the most frequent strategies of communication.



**Table-2****The Most Frequent Communication Strategies**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Avoidance	24	60				
2	Body Language	22	55				
3	Describing Characteristics			12	60		
4.	Using nearer Meaning			11	55		
5.	Avoidance					15	75
6.	Using Alphabet					12	60

The above mentioned table shows that most frequently used strategy in total were avoidance and 75% of the students had used the strategy. In the context of private school, the most frequent strategy was describing characteristics (60%) and the second one was using nearer meaning. Contrary to this, public school students used the strategy of avoidance (75%).

B) The Least Frequent Strategies:

The table given below shows the least frequent strategies of communication.

**Table-3****The Least Frequent Communication Strategies**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Repetition	6	15				
2	Avoiding the Lesson			3	15		
3	Creating New Words					1	5

The table mentioned in the last page shows that least frequently used strategy in total was repetition and only 15% of the students and 6 in numbers used the strategy. In the context of private school, the least frequent strategy was describing avoiding the lesson (15%) and only 3 students used the strategy. Contrary to this, public school students used the strategy of creating new word (5%) and only one in number.

#### **4.1.2.1 Strategies Not to Be Dependant on the First Language**

The table given below shows the strategy not to be dependent on first language.

**Table-4**  
**Strategies Not to Be Dependent on the First Language**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Mime	7	17.5	10	50	12	60
2	Translation	9	22.5	5	25	4	20
3	Avoidance	24	60	5	25	4	20

The above mentioned table shows that majority of the students (60 percent) used avoidance strategy. In the same way, 22.5 percent of them used translation and 17.5 percents of them used mime as the strategy when not being dependent on their first language. In the context of private school, majority of the students (50) percent used mime. Similarly, 25 percent used translation and 25 percents used avoidance strategy. In the context of public school, 60 percent students used mime, 20 percent of the used translation and 20 percent used avoidance strategy.

#### **4.1.2.2 Strategies of Solving Problems While Speaking**

The table given in the next page shows the strategies of solving problem while speaking.

**Table-5**

**Strategies of Solving Problems While Speaking**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Ask the teacher	12	30	10	50	2	10
2	Avoid lesson	20	50	8	40	15	75
3	Use Nepali Word	8	20	2	10	3	15

The above mentioned table shows that majority of the students (50 percent) avoid the lesson. In the same way, 30 percent of them used to ask the teacher and 25 percents of them used Nepali word to solve speaking problems. In the context of private school, majority of the students (50) percent asked the teacher. Similarly, 40 percent used the strategy of avoiding the lesson and only 10 percent of them used Nepali word. In the context of public school, 75 percent students used avoided the lesson, 10 percent of them asked the teacher and 15 percent used Nepali words.

**4.1.2.3 Strategies to Be Interactive with the Friends inside and Outside of the Classroom**

The table given in the next page shows the strategies to be interactive in or out side of the classroom.

**Table-6****Strategies to Be Interactive with the Friends inside and Outside of the Classroom**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Use translation	13	32.5	5	25	8	40
2	Use Code Switch	13	32.5	5	25	8	40
3	Use description	14	35	10	50	4	20

The above mentioned table shows that majority of the students (35 percent) used description. Similarly, 32.5 percent of them used translation and the same percents of them used description strategy when being interactive in or out side of the classroom. In the context of private school, majority of the students (50) percent used description. Similarly, 25 percent used translation and the same percents used code switching strategy. In the context of public school, 40 percent students used translation and the same percent of them used code switch and then 20 percent used description strategy.

**4.1.2.4 Strategies of Asking Questions to the Teachers**

The table given below shows the strategies not to ask question to the teachers.

**Table-7****Strategies of Asking Question to the Teachers**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	By translating	17	42.5	7	35	10	50
2	Body language	12	30	10	50	2	10
3	I do not ask	11	27.5	3	15	8	40

The above mentioned table shows that majority of the students (42.5 percent) used translation. In the same way, 30 percent of them used body language and 27.5 percents of them used avoidance strategy when asking question to the teacher. In the context of private school, majority of the students (50) percent used body language. Similarly, 35 percent used translation and 15 percents used avoidance strategy. In the context of public school, 50 percent students used translation, 40 percent avoid the questions and 10 percent used bodt language.

#### 4.1.2.5 Strategies to Understand the Lesson

The table given below shows the strategies to understand the lesson.

**Table-8**  
**Strategies to Understand the Lesson**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Ask the teacher	14	35	12	60	2	10
2	Ask the friend	8	20	4	20	4	20
3	Avoid the lesson	18	45	4	20	14	70

The above mentioned table shows that majority of the students (45 percent) avoided the lesson. In the same way, 35 percent of them used ask the teacher and 20 percents of them used to ask the friends when they do not understand the lesson. In the context of private school, majority of the students (60) percent asked the teacher. Similarly, 20 percent of them asked the friends and 20 percents used avoidance strategy. In the context of public school, 70 percent students avoided the lesson, 20 percent of them asked the teacher and only 100 percent of them used to ask the teacher.

#### 4.1.2.6 Strategies to Understand Teachers' Classroom Lesson

The table given in the next page shows the strategies to understand the teacher's classroom lesson.

**Table-9****Strategies to Understand Teachers' Classroom Lesson**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Translation	13	32.5	5	25	8	40
2	Description	15	37.5	10	50	5	25
3	Body Language	12	30	5	25	7	35

The above mentioned table shows that majority of the students (37.5 percent) used description. Similarly, 32.5 percent of them used translation and 30 percents of them used body language to understand teacher's lesson. In the context of private school, majority of the students (50) percent used description. Similarly, 25 percent used translation and the same percent of them used body language. In the context of public school, 40 percent students used translation, 35 percent of the used body language and 25 percent used description strategy.

**4.1.2.7 Strategies of Writing in the Examination**

The table given below shows the strategies to write in the examination.

**Table-10****Strategies not of Writing in the Examination**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Use alphabet	18	45	5	25	13	65
2	Characterization	14	35	11	55	3	15
3	Use nearer meaning	8	20	4	20	4	20

The table mentioned in the last page shows that majority of the students (45 percent) used alphabet. In the same way, 35 percent of them used characterization and 20 percents of them used nearer meaning when they became confused in the examination. In the context of private school, majority of the students (55) percent used characterization. Similarly, 25 percent used alphabet and 20 percents used nearer meaning. In the context of public school, 65 percent students used alphabet, 20 percent of the used nearer meaning and 15 percent used characterization.

#### 4.1.2.8 Strategies of Communicating with Friends

The table given below shows the strategies to communicate with friends.

**Table-11**

**Strategies of Communicating with Friends**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Using Nepali language	16	40	5	25	11	55
2	Telling characteristics	12	30	8	40	4	20
3	Using body language	12	30	7	35	5	25

The above mentioned table shows that 40percent of the students used Nepali language. Similarly, 30 percent of them used telling the characteristics and the same percents of them used body language to communicate with friends. In the context of private school, majority of the students (40) percent used. Similarly, 20 percent used translation and 15 percents used avoidance strategy. In the context of public school, 55 percent students used Nepali language, 25 percent of the used body language and 20 percent used characterization.

#### 4.1.2.9 Strategies of Speaking in front of the Classroom in the Invitation of Teacher

The table given below shows the strategies to speak in front of the classroom.

**Table-12**

**Strategies of Speaking in front the Classroom**

S.N.	Communication Strategies	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
	Nearer meaning	13	32.5	8	40	5	25
	Body language	13	32.5	8	40	5	25
	Avoid the lesson	14	35	4	20	10	50

The above mentioned table shows that 35percent of the students avoided the lesson and 32.5 percent of them used body language and the same percent of them used. In the same way, percent of them used avoidance strategy when speaking in front of the classroom. In the context of private school, 40 percent of the students used nearer meaning and the same percent of the students used body language. Similarly, 20 percent used avoidance strategy. In the context of public school, 50 percent students avoided the lesson, 25 percent of the used nearer meaning and the same percent of them used body language.

#### 4.1.2.10 Frequency of the Strategy of Using Nearer Words.

The table given below shows the frequency of the strategy of using nearer words.

**Table-13**

**Frequency of the Strategy of Using Nearer Words**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	14	35	10	50	4	20
2	Sometimes	9	22.5	4	20	5	25
3	Never	17	42.5	6	30	11	55



The table mentioned in the last page shows that 35percent of the students always used nearer words. In the same way 22.5 percent of them used sometimes and 42.5percents of them never used the strategy. In the context of private school, 50 percent always used, 20 percent sometime used and 30 percent never used this strategy. In the context of public school, 20 percent always used, 25 percent of them used some times and 55 percent never used the same strategy.

#### **4.1.2.11. Frequency of the Strategy of Using New Words.**

The table given below shows the frequency of the strategy of using new words.

**Table-14**  
**Frequency of the Strategy of Using New Words**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	6	15	5	25	1	5
2	Sometimes	16	40	8	40	8	40
3	Never	18	45	7	35	11	50

The above mentioned table shows that 15 percent of the students always used new words. In the same way 40 percent of them used sometimes and 45percents of them never used the strategy. In the context of private school, 25 percent always used, 40 percent sometime used and 35 percent never used this strategy. In the context of public school, 5 percent always used, 40 percent of them used some times and 50 percent never used the same strategy.

#### **4.1.2.12 Frequency of the Strategy of Describing the Characteristics of the Words.**

The table given in the next page shows the frequency of the strategy of describing the characteristics of the words.

**Table-15**

**Frequency of the Strategy of Describing the Characteristics of the Words**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	14	35	12	60	2	10
2	Sometimes	8	20	4	20	4	20
3	Never	18	45	4	20	14	70

The above mentioned table shows that 35 percent of the students always used to tell the characteristics of the words. In the same way 20 percent of them used sometimes and 45percents of them never used the strategy. In the context of private school, 60 percent always used, 20 percent sometime used and 20 percent never used this strategy. In the context of public school, 10 percent always used, 20 percent of them used some times and 70 percent never used the same strategy.

**4.1.2.13 Frequency of the Strategy of Using Nepali Words into English**

The table given below shows the frequency of the strategy of using Nepali words in to English.

**Table-16**

**Frequency of the Strategy of Using Nepali Words into English**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	12	30	4	20	8	40
2	Sometimes	14	35	8	40	6	30
3	Never	14	35	8	40	6	30

The above mentioned table shows that 30percent of the students always used Nepali words. In the same way, 35 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 20 percent always used, 40 percent sometime used and 40 percent never used this

strategy. In the context of public school, 40 percent always used, 30 percent of them used some times and 30 percent never used the same strategy.

#### **4.1.2.14 Frequency of the Strategy of Using Word for Word Meaning in to Nepali.**

The table given below shows the frequency of the strategy of using word for word meaning in to Nepali.

**Table-17**

#### **Frequency of the Strategy of Using Word for Word Meaning in to Nepali**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	21	52.5	11	55	10	50
2	Sometimes	11	27.5	6	30	5	25
3	Never	8	20	3	15	5	25

The above mentioned table shows that 52.5percent of the students always used meaning of Nepali word in to English. In the same way, 27.5 percent of them used sometimes and 20percents of them never used the strategy. In the context of private school, 55 percent always used, 30 percent sometime used and 15 percent never used this strategy. In the context of public school, 50 percent always used, 25 percent of them used some times and 25 percent never used the same strategy.

#### **4.1.2.15 Frequency of the Strategy of Asking to the Teachers and Friends in the Confusion**

The table given in the next page shows the frequency of the strategy to ask in confusion.

**Table-18**  
**Frequency of the Strategy of Asking to the Teachers and Friends in the Confusion**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	17	42.5	12	60	5	25
2	Sometimes	9	22.5	4	20	5	25
3	Never	14	35	4	20	10	50

The above mentioned table shows that 42.5percent of the students always asked to their teacher and friends in the confusion. Similarly, 22.5 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 60 percent always used, 20 percent sometime used and 20 percent never used this strategy. In the context of public school, 25 percent always used, 25 percent of them used some times and 50 percent never used the same strategy.

**4.1.2.16 Frequency of the Strategy of Using Body Language.**

The table given below shows frequency of the strategy of using body language.

**Table-19**  
**Frequency of the Strategy of Using Body Language**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	17	42.5	9	45	8	40
2	Sometimes	9	22.5	5	25	4	20
3	Never	14	35	6	30	8	40

The above mentioned table shows that 42.5percent of the students always used body language. In the same way, 22.5 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 45 percent always used, 25 percent sometime used and 30 percent never used this

strategy. In the context of public school, 40 percent always used, 20 percent of them used some times and 40 percent never used the same strategy.

#### **4.1.2.17 Frequency of the Strategy of not Speaking in the Confusion.**

The table given below shows the frequency of the strategy of not speaking in confusion.

**Table-20**

**Frequency of the Strategy of not Speaking in the Confusion**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	15	37.5	5	25	10	50
2	Sometimes	15	37.5	9	45	6	30
3	Never	10	25	6	30	4	20

The above mentioned table shows that 37.5percent of the students always do not speak in the confusions. In the same way, 37.5 percent of them used sometimes and 25percents of them never used the strategy. In the context of private school, 25 percent always used, 45 percent sometime used and 30 percent never used this strategy. In the context of public school, 50 percent always used, 30percent of them used some times and 20 percent never used the same strategy.

#### **4.1.2.18 Frequency of the Strategy of Changing the Topic of the Conversation**

The table given in the next page shows the frequency of the strategy of changing the topic of the conversation.

**Table-21**

**Frequency of the Strategy of Changing the Topic of the Conversation**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	19	47.5	8	40	11	55
2	Sometimes	13	32.5	6	30	7	35
3	Never	8	20	6	30	2	10

The above mentioned table shows that 47.5percent of the students always used the strategy of changing the topic of the conversation. In the same way, 32.5percent of them used sometimes and 20percents of them never used the strategy. In the context of private school, 40 percent always used, 30 percent sometime used and 30 percent never used this strategy. In the context of public school, 55 percent always used, 35 percent of them used some times and 10 percent never used the same strategy.

**4.1.2.19 Frequency of the Strategy of Repeating.**

The table given below shows the frequency of the strategy of repetition.

**Table-22**

**Frequency of the Strategy of Repeating**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	20	50	10	50	13	65
2	Sometimes	12	30	5	25	6	30
3	Never	8	20	5	25	1	5

The above mentioned table shows that 50 percent of the students always used the strategy of repetition. In the same way, 30 percent of them used sometimes and 20 percents of them never used the strategy. In the context of private school, 50 percent always used, 25 percent sometime used and 25 percent never

used this strategy. In the context of public school, 65 percent always used, 30 percent of them used some times and 5 percent never used the same strategy.

#### **4.1.2.20 Frequency of the Strategy of Finding Meaning Through Guessing.**

The table given below shows the frequency of the strategy of guessing.

**Table-23**

#### **Frequency of the Strategy of Finding the Meaning through Guessing.**

S.N.	Frequency Indicators	Total		Private School		Public School	
		Freq	Per	Freq	Per	Freq	Per
1	Always	19	47.5	9	45	10	50
2	Sometimes	9	22.5	5	25	4	20
3	Never	12	30	6	30	6	30

The above mentioned table shows that 47.5percent of the students always used guessing strategy. Similarly, 22.5 percent of them used sometimes and 30percents of them never used the strategy. In the context of private school, 45percent always used, 25 percent sometime used and 30 percent never used this strategy. In the context of public school, 50 percent always used, 20 percent of them used some times and 30 percent never used the same strategy.

## **4.2 Summary and Finding**

The summary and findings of the study are included in this sub-heading.

### **4.2.1 Summary of the Study**

The study was carried out to observe and find out the condition of communication strategies those were used by public and private schools comparatively. Students were observed until a week and then provided questionnaire to collect their strategies within three days. The researcher had selected two schools, one of them was public and the next one was private. Twenty students from each school were selected as the sample through random

sampling with fish bowl technique. After the analysis and interpretation of the raw data through both qualitative and quantitative methods, the researcher found the specific results, findings, and conclusion.

The researcher found that there is the vast different between the public and private school students in case of the frequency of different communication strategies even though they used all kinds of strategies.

#### **4.2.2 Findings of the Study**

The findings of the study are presented in the following way.

##### **4.2.2.1 Findings from Observation**

The findings of the observation are as follows.

1. Students from both, public and private schools used the equal numbers of communication strategies. For example, approximation, word coinage, circumlocution, language switch, appeals for assistance, language switch and so on as given by Brown (1994).
2. Students from both schools used the strategies in different frequency and numbers.
3. In total, the frequency of communication strategies by the students from both schools was 2200 times.
4. Language switch was used the most frequently; 492 times and 22.16 percent out of 2200.
5. Secondly, Appeal for Assistance was used 390 times and the percent was 17.56.
6. Least frequently, word coinage strategy was used in 92 times and the percent was 4.14 out of 2200.



5. In total, student from private school used the strategies 854 times and public school students used 1346 times.
  
9. In case of private school, most of the students used circumlocution; 225 times or 10.22 in percent out of 2200. On contrary to this, least of the students used avoidance strategy, i. e. 65 in frequency and only 2.95 in percent.
  
10. In case of public school students, they used language switch (420 times) or 319.0 was the percent of the strategy which was used the most frequently out of 2200. And they coined the new word only 26 times and this strategy covers only 1.18 percent of all frequency.

#### **4.2.2.2 Findings from Questionnaire**

The main findings from the questionnaire are presented in the following way.

1. In totality, majority (60 %) of the students used always the strategy of avoidance and secondly 55% of them used body language not to be dependent on their first language. In case of private school, majority (60%) of the students always used to describe the characteristics of the word or they used description strategy mostly. In case of public school students majority (75%) of the avoid lesson and 65% students used alphabet.
  
2. The least frequent strategy in totality was repetition; i. e. only 6 in number and 15 percent of the student never used the strategy. In the context of private school, only 15% of them used avoiding the lesson or they did not ask question to their teachers. From public school students, only 5% of them used to create new words. Again, least of the students only 5% used description strategies

3. In totality, in case of not to be dependent on first language, majority of the students used avoidance strategy (60%). Then, 22.5% of them used translation and only 17.5 % students used mime. 60% of public school students used mime, and equal number (20%) of them used translation and avoidance strategy. In the context of private school, 50% students used mime, and the equal number of the students (25%) used translation and avoidance.
4. In totality, in case of the strategy of solving the problems while speaking, majority of the students used avoidance strategy (50%). Then, 30% of them asked the teacher and only 20 % students used Nepali words. 75% of public school students used avoidance, 15% of them used Nepali words and 10 % students asked the teacher. On the other hand, in case of private school, students used most frequently (50%),the strategy of asking the teacher, 40% of them avoided the lesson and only 10% Of them used Nepali words.
5. In totality, in case of being interactive with friends inside or outside of the classroom, majority of the students used description strategy (35%). Then, equal (32.5%) of them used translation and code switch. In the context of public school, equal number (40%) of them used translation and code switching strategies and only 20% of them used description. On the other hand, in the context of private school, 50% of the students used the strategy of description, and equal number of the students (25%) used code switch and translation.
6. In case of the strategy of asking question to the teacher, majority of the students (42.5 percent) used translation. In the same way, 30 percent of them used body language and 27.5 percents of them used avoidance strategy when asking question to the teacher. In the context of private

school, majority of the students (50) percent used body language. Similarly, 35 percent used translation and 15 percents used avoidance strategy. In the context of public school, 50 percent students used translation, 40 percent avoid the questions and 10 percent used both language.

7. In the strategy of understanding the lesson, majority of the students (45 percent) avoided the lesson. In the same way, 35 percent of them used ask the teacher and 20 percents of them used to ask the friends when they do not understand the lesson. In the context of private school, majority of the students (60) percent asked the teacher. Similarly, 20 percent of them asked the friends and 20 percents used avoidance strategy. In the context of public school, 70 percent students avoided the lesson, 20 percent of them asked the teacher and only 100 percent of them used to ask the teacher.
8. To understand the teachers' classroom lesson, majority of the students (37.5 percent) used description. Similarly, 32.5 percent of them used translation and 30 percents of them used body language to understand teacher's lesson. In the context of private school, majority of the students (50) percent used description. Similarly, 25 percent used translation and the same percent of them used body language. In the context of public school, 40 percent students used translation, 35 percent of the used body language and 25 percent used description strategy.
9. While writing in the examination, majority of the students (45 percent) used alphabet. In the same way, 35 percent of them used characterization and 20 percents of them used nearer meaning when they became confused in the examination. In the context of private school, majority of the students (55) percent used characterization. Similarly, 25 percent used alphabet and 20 percents used nearer meaning. In the

context of public school, 65 percent students used alphabet, 20 percent of them used nearer meaning and 15 percent used characterization.

10. To be communicated with the friends, 40 percent of the students used Nepali language. Similarly, 30 percent of them used telling the characteristics and the 30 percents of them used body language to communicate with friends. In the context of private school, majority of the students (40) percent used nearer meaning. Similarly, 20 percent used translation and 15 percents used avoidance strategy. In the context of public school, 55 percent students used Nepali language, 25 percent of the used body language and 20 percent used characterization.
11. To speak in front of the class, 35 percent of the students avoided the lesson and 32.5 percent of them used body language and the same percent of them used. In the same way, 32.5 percent of them used avoidance strategy when speaking in front of the classroom. In the context of private school, 40 percent of the students used nearer meaning and the same percent of the students used body language. Similarly, 20 percent used avoidance strategy. In the context of public school, 50 percent students avoided the lesson, 25 percent of the used nearer meaning and the same percent of them used body language.
12. In case of using nearer words, 35 percent of the students always used nearer words. In the same way 22.5 percent of them used sometimes and 42.5 percents of them never used the strategy. In the context of private school, 50 percent always used, 20 percent sometime used and 30 percent never used this strategy. In the context of public school, 20 percent always used, 25 percent of them used some times and 55 percent never used the same strategy.

13. In totality, 15 percent of the students always used new words. In the same way 40 percent of them used sometimes and 45percents of them never used the strategy. In the context of private school, 25 percent always used, 40 percent sometime used and 35 percent never used this strategy. In the context of public school, 5 percent always used, 40 percent of them used some times and 50 percent never used the same strategy.
14. In totality, 35 percent of the students always used to tell the characteristics of the words. In the same way 20 percent of them used sometimes and 45percents of them never used the strategy. In the context of private school, 60 percent always used, 20 percent sometime used and 20 percent never used this strategy. In the context of public school, 10 percent always used, 20 percent of them used some times and 70 percent never used the same strategy.
15. In case of the frequency of using Nepali words while speaking English, 30percent of the students always used Nepali words. In the same way, 35 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 20 percent always used, 40 percent sometime used and 40 percent never used this strategy. In the context of public school, 40 percent always used, 30 percent of them used some times and 30 percent never used the same strategy.
16. In total, 52.5percent of the students always used meaning of Nepali word in to English. In the same way, 27.5 percent of them used sometimes and 20percents of them never used the strategy. In the context of private school, 55 percent always used, 30 percent sometime used and 15 percent never used this strategy. In the context of public school, 50 percent always used, 25 percent of them used some times and 25 percent never used the same strategy.

17. In totality, 42.5percent of the students always asked to their teacher and friends in the confusion. Similarly, 22.5 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 60 percent always used, 20 percent sometime used and 20 percent never used this strategy. In the context of public school, 25 percent always used, 25 percent of them used some times and 50 percent never used the same strategy.
18. In totality, 42.5percent of the students always used body language. In the same way, 22.5 percent of them used sometimes and 35percents of them never used the strategy. In the context of private school, 45 percent always used, 25 percent sometime used and 30 percent never used this strategy. In the context of public school, 40 percent always used, 20 percent of them used some times and 40 percent never used the same strategy.
19. In totality, 37.5percent of the students always does not speak in the confusions. In the same way, 37.5 percent of them used sometimes and 25percents of them never used the strategy. In the context of private school, 25 percent always used, 45 percent sometime used and 30 percent never used this strategy. In the context of public school, 50 percent always used, 30percent of them used some times and 20 percent never used the same strategy.
20. In totality, 47.5percent of the students always used the strategy of changing the topic of the conversation. In the same way, 32.5percent of them used sometimes and 20percents of them never used the strategy. In the context of private school, 40 percent always used, 30 percent sometime used and 30 percent never used this strategy. In the context of

public school, 55 percent always used, 35 percent of them used some times and 10 percent never used the same strategy.

21. In totality, 50 percent of the students always used the strategy of repetition. In the same way, 30 percent of them used sometimes and 20 percents of them never used the strategy. In the context of private school, 50 percent always used, 25 percent sometime used and 25 percent never used this strategy. In the context of public school, 65 percent always used, 30 percent of them used some times and 5 percent never used the same strategy.
  
22. In totality, 47.5percent of the students always used guessing strategy. Similarly, 22.5 percent of them used sometimes and 30percents of them never used the strategy. In the context of private school, 45percent always used, 25 percent sometime used and 30 percent never used this strategy. In the context of public school, 50 percent always used, 20 percent of them used some times and 30 percent never used the same strategy.

## CHAPTER-V

### CONCLUSION AND RECOMMENDATIOON

This is the chapter where the researcher has included the whole of the study. The chapter has carried the main idea and the theme of the study in detail through the following headings.

#### 5.1. Conclusion

The realities what the researcher had found from the study are presented in the following way.

1. It would be better to say that to a greater or lesser extent, students from each school used different kinds of communication strategies in different frequency rate.
2. Students from private school used more L2 based strategies like circumlocution, 225 times, Approximation, 192, word coinage, 66 times and it shows that they used less L1 based strategies in comparison to public school as avoidance, 65 times, language switch, 72 times, word coinage, 66 times and so on.
3. Public school students used L1 based strategies more frequently or more in numbers like language switch, 420 times, avoidance, 297 times, and so on. They used less L2 based strategies like coining the words, 26 times, approximation, 97 times, circumlocution, 90 times and so on.
5. More students (280 or 12.72%) from public schools dependent on help than private school student (110 or 5%). It shows that public



school students are weaker than private school students because they needed more help of their teacher. When they faced more problems, they needed more help.

6. Private school students were more communicative comparatively. It shows they had lesser problems of communication than public school students.

7. Public school students mostly wanted to avoid the lesson (227 or 12.36%) or they did not want to talk in English but they switched the language and used to start to talk in Nepali, (420 or 19.9).

## **5.2 Recommendation**

On the basis of the summary, findings and conclusion, some recommendations are suggested at different levels as the following way.

### **5.2.1. Policy Related**

) Students from public schools should have the opportunity to speak a lot in the classroom. Because, if they do not have such opportunity they cannot be able to express their communication in outer world and nobody can know and solve their communication problems. So, the school administration should focus on the speaking skill of the students basically.

) Syllabus designers and text book writers need to design such types of syllabus and text books, which emphasize on L2 based communication strategies like, creating new words, description, circumlocution rather than translation language switch.

### **5.2.2. Practice Related**

) Teachers should be more friendly and should have the equal behaviors to all kind (intellectually) of students. The less talent students do not

have the thinking of humiliation so that they can be motivated to speak and their problems can be come out and solved.

- ) Teachers should think about to band the Nepali Language in English period so that the students can be more forced to speak either right or wrong in English.
- ) Teachers from public schools should encourage the students only to speak either wrong or right because students more frequently had used the avoidance strategy. Majority of the students (12.36) avoided the lesson and they did not speak anything.
- ) There should be focused on English language environment in both types of schools, because in totality the most frequent (492) strategy was language switch, it means the students used Nepali language instead of English to continue their communication.
- ) Students from public schools should be more active to continue their communication and they should use L2 based strategies like description, word coinage, than L1 based student like language switch, translation, and others.
- ) CLT should be practised in the classroom because this type of practice increases on the communication of the students and there may decrease the possibility of more communication problems.
- ) The teacher should have the policy to teach the English but not about the English.

### **5.2.3. Further Research Related**

Nothing is fulfilled and complicit in this dynamic world and nothing is unchangeable. So, nobody can say this study is also complete, final and the last in this area. The researcher cannot go against the idea alone. So, it is better to

say that there may be different possible and further better researches in the same field.

- ) Even the same title can be researched again because Brown (1994) says that communication strategies are contextual and battle plans. They can be changed year to year, context to context or even moment to moment.
- ) This study does not talk about the comparison between the strategies of communication those are used by the girls and the boys. So, the new comers can think about the area for the research.
- ) The next possibility is the comparative study on the strategies used by primary level students and advanced level students or the new comers can search about the strategies used by higher and lower level comparatively.

So, the other researchers and new comers who are interested and even the same researcher can study in the field on the above titles.

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## **APPENDICES**

### **Appendix I**

#### **Observation Checklist**

**Dear Sir/Madam,**

This observation checklist is used as the research tool for the study on **'Communication Strategies Used By Nepalese EFL Learners'**. This study is going to be conducted under the supervision of **Dr. Govinda Raj Bhattarai**, Professor, Department of English Education, T.U., Kirtipur, Kathmandu. Your valuable cooperation is very much required to collect the data for the purpose of this study. The selected students will be observed and it is assured that this observation will be used only for the purpose of this study.

Bimala Joshi

**Researcher**

	Used strategies by the students	Private School	Public School	Private School	Public School	Private School	Public School
1	Approximation						
2	Words Coinage						
3	Circumlocution						
4	Language Switch						

5	Appeal for Assistance						
6	Literal Translation						
7	Mime						
8	Avoidance						



## Appendix II

### Questionnaire

**Dear Students,**

This is the research tool for the research study on '**Communication Strategies Used By Nepalese EFL Learners**'. This study is going to be conducted under the supervision of **Dr. Govinda Raj Bhattarai**, Professor, Department of English Education, T.U., Kirtipur, Kathmandu. Your valuable cooperation will be very much crucial to collect the data for this study. This is assured that the responses of this questionnaire will be used only for the purpose of this study. You are requested to response the answers as honestly as possible.

Bimala Joshi

**Researcher**

#### **Personal Information**

**Student's Name:**

**Class:**

**Gender:**

**School's Name:**

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

1. Which strategy do you use not to be dependent on your first language?
  - a) Mime/ body language
  - b) Translation
  - c) Avoidance
2. Which of the followings strategy do you use to solve problems while speaking?
  - a) Ask the teacher

- b) Avoid the lesson
  - c) Use the Nepali word
3. What do you do to be interactive with your friends inside or outside the classroom?
- a) Use translation
  - b) Use code switch
  - c) Use description
4. How do you ask the question to your teacher?
- a) By translating
  - b) Mime / body language
  - c) I do not ask
5. What do you do if you do not understand the lesson?
- a) Ask to the teacher
  - b) Ask to the friend
  - c) Avoid the lesson
6. How do you understand the teachers' classroom lesson?
- a) Through translation in Nepali
  - b) Through description in English
  - c) Through body language
7. How do you write in examination when you become confused?
- a) Use alphabets
  - b) Characterization
  - c) Use nearer meaning
8. How do you communicate with your friends?
- a) By using Nepali language
  - b) By telling characteristics
  - c) By body language
9. What do you do if your teachers invite you to speak in front of the classroom?
- a) Use nearer meaning
  - b) Use body language

- c) Avoid the speaking
10. How often do you use nearer words while become confused in course of communication?  
a) Always    b) Sometimes    c) Never
11. How often do you use new words in order to speak a desired meaning?  
a) Always    b) Sometimes    c) Never
12. How often do you describe the characteristics of the words if you become confused?  
a) Always    b) Sometimes    c) Never
13. How often do you use the Nepali words in to English?  
a) Always    b) Sometimes    c) Never
14. How often do you use the word to word meaning of Nepali in to English?  
a) Always    b) Sometimes    c) Never
15. How often do you ask to your teachers and friends if you become confused?  
a) Always    b) Sometimes    c) Never
16. How often do you use body language?  
a) Always    b) Sometimes    c) Never
17. How often you do not speak anything if you become confused?  
a) Always    b) Sometimes    c) Never
18. How often do you change the topic of the conversation?  
a) Always    b) Sometimes    c) Never
19. How often do you use the strategy of repetition?  
a) Always    b) Sometimes    c) Never
20. How often do you find the meaning through guessing?  
a) Always    b) Sometimes    c) Never

**Thank you for your cooperation.**

The schools for the study were Lamjung Higher Secondary school as public school and the next was Sayapatri Secondary Boarding School as the private school. All together forty students, twenty from each school. The name list of those students who were selected as the sample population for this study is listed in the following way.

**A) Students from Public School**

1. Babita Khatri
2. Manisha Shrestha
3. Manoj B. K.
4. Sabin Dulal
5. Manisha Basaula
6. Shila Baniya
7. Sandip Dulal
8. Manika Bhandari
9. Roshani Bhujel
10. Bikash Dulal
11. Amar Tamang
12. Bijaya B. K.
13. Bich Kumar Gurung
14. Sima Himali
15. Kiran Majakoti
16. Bipin Tamang
17. Sumitra Majakoti
18. Bir Kumar Gurung
19. Nisha Shrestha
20. Sumitra Majakoti

**B) Students from Private School**

1. Dishma Gurung
2. Shandhya Gurung
3. Dilma Tamang
4. Ram Kumal

5. Sumit Shrestha
6. Menuka Dura
7. Sarishma Shrestha
7. Bishnu Maya Dura
8. Kanchan Gurung
9. Dhan Kumari Gurung
10. Kristina Thapa
11. Sakil Gurung
12. Rabin Bhujel
13. Abishek Dhungana
14. Bishal thapa
15. Sadaya Sedhain
16. Suman Shrestha
17. Manoj agurung
18. Gautam Khaniya
19. Sandeep Paudel
20. Biraj Khadka