

**COMMUNICATION STRATEGIES ADOPTED
BY
TEACHERS AND STUDENTS AT B.ED. LEVEL**

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

Submitted by
Anita Dhakal

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012

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DECLARATION

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

Date 05/09/2012

.....
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms Anita Dhakal** has prepared this thesis entitled
**“Communication Strategies Adopted By Teachers and Students At B. ED.
Level”** under my guidance and supervision.

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ABSTRACT

The present study entitled “Communication strategies adopted by B.Ed level teachers and students” attempted to investigate the types of communication strategies adopted by B.Ed level teachers and students in Kathmandu district. To accomplish this study, a set of questionnaire was formulated and distributed to 30 students and classes of five teachers were observed. The data collected from the respondents were analyzed and interpreted to explore the types of communication strategies used by them. The overall findings of the study present that the majority of the teachers use communication strategies to enhance the productive skills of the students and both the teachers and the students used twenty two different communication strategies i.e. asking, guessing, simplification, synonym, antonym, definition, paraphrase, description, exemplification, translation, language switch, gesture, substitution, repetition, explanation, foreignization, mime, word coinage, code switch, topic avoidance, circumlocution, generalization.

This study consists of four chapters. The first chapter introduces the study in terms of general background, review of the related literature, objectives of the study, significance of the study and the definition of the specific terms.

Likewise, the second chapter deals with the methodology applied to conduct the study. It consists of the sources of data, population of the study, sampling procedure, and research tools for data collection, process of data collection, limitations of the study and procedure of data analysis. Similarly, the third chapter deals with analysis and interpretation of the raw data obtained from respondents. The data were analyzed and interpreted by using statistical tools and presented with the help of tables etc. Finally the fourth chapter deals with the findings, recommendations and pedagogical implications of this study.

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LIST OF SYMBOLS AND ABBREVIATIONS

| | |
|-------|--|
| L1 | First language |
| L2 | Second language |
| SLA | Second language acquisition |
| SLL | Second Language Learning |
| TL | Target Language |
| M.Ed. | Master in Education |
| B.Ed. | Bachelor in Education |
| T.U. | Tribhuvan University |
| TESL | Teaching English as Second Language |
| NELTA | Nepal English Language Teachers' Association |
| UK | United Kingdom |
| OUP | Oxford University Press |
| Ltd. | Limited |
| Html. | Hotmail |
| Dr. | Doctor |
| e.g | For example |
| i.e | Id.est.(that is) |
| No. | Number |
| Vol. | Volume |
| p. | Page |
| pp. | Pages |
| F | Frequency |
| Prof. | Professor |
| ELT | English Language Teaching |

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CHAPTER ONE

INTRODUCTION

1.1 General Background

SLA is a relatively young field, which studies how learners learn an additional language after they have acquired their mother tongue. So, SLA is the process of learning any language other than learner's native language or mother tongue.

Second Language Acquisition (SLA) began in the late 1960s as an emerging interdisciplinary enterprise that borrowed equally from the feeder fields of language teaching, linguistics, child language acquisition and psychology (Huebner, 1998). During 1980s and 1990s SLA expanded considerably in scope and methodology to the point that by the end of the twentieth century, after some 40 years of exponential growth, it had finally reached its coming. (Ortega, 2009, p.2).

Gass and Selinker (1994, p.4) define it as the term that “refers to the learning of a language after the learning of the native language. As with the phrase “second language”, L2 can refer to any language learned after learning the L1, regardless of whether it is the second, third, fourth or fifth language. Learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language. Similarly, Dulay, Burt and Krashen (1981, p.10) define SLA as “the process of learning another language after the basics of first have been acquired”. Likewise, Ellis (1985, p.5) defines SLA as “the study of how learners learn an additional language after they have acquired their mother tongue”. In the same way, Cook (2008, p.2) states, “SLA is the acquisition of a language in addition to mother tongue”. Furthermore, Mitchell and Myles (2004,p.5) prefer the term Second Language Learning(SLL) and define it as “the learning of any language, to any level, provided only that the learning of the ‘second’ language takes place sometime later than the acquisition of a language in addition to mother tongue”.

From the above definitions, we come to know that, second language acquisition is a complex process, involving many interrelated factors. SLA stands in contrast to first language acquisition. It is the study of how learners learn an additional language after they have acquired their mother tongue. Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different processes. The term 'acquisition' is used to refer to picking up a second language through exposure whereas the term 'learning' is used to refer to the conscious study of a second language. In short, we can say that second language acquisition refers to the sub-conscious or conscious processes by which a language other than mother tongue is learnt in a natural or tutored setting.

1.1.1 Stages of SLA

SLA is an autonomous discipline in which a learner undergoes different stages while learning a language. Among different stages, first stage is Silent Period during which the learners do not have enough competence to speak. It is the preparatory phase for communication. It is a period in which a learner discovers what language is and what it does. It provides learners with opportunities to prepare themselves for the social use of the L2 by means of private speech which they engage in while they are silent. Learners built up confidence and competence by listening.

The second stage is Formulaic Speech which has been observed to be very common in L2 acquisition particularly in the early stages. Lyons (1968, p.177 as cited in Ellis, 1985, p.155) says that formulaic speech refers to the expressions which are learnt unanalysable wholes and employed on particular occasions. It is a readymade chunk of memorized speech. Hatch (1983, as cited in Ellis, 1985, p.155) has referred to this type of speech as "canned speech". The production of formulas and routines is very common in SLA and is observed frequently in the speech of both child and adult learners and in both naturalistic and classroom SLA. It is observed in the speech of native speakers

as well as of learners. The chunks may vary from learners to learners. Some typical examples in English are – I don't know, how do you do, what's this, I can't speak English etc. Each chunk or formula is closely tied to a particular communicative situation. Krashen and Scarcella (1978, as cited in Ellis, 1985, p.168) say that chunks are memorized to compensate for the lack of sufficient L2 rules to construct creative speech. It reduces the learning burden while maximizing the communicative ability. Formulaic speech serves as the basis for creative speech. That is, the learners come to realize that the utterances initially understood and used as wholes consist of discrete constituents.

Finally, the last stage is Creative Speech which is product of L2 rules that permits the L2 learners to produce entirely novel sentences (neither heard nor produced before). They are the rules that constitute the learners' interlanguage system and which accounts for the 'natural' sequence of development. They are the variables in that they permit the learners to vary their performance according to both linguistic and the situational context. A plethora of strategies have been proposed to account for the creative rule system. Faerch and Kasper (1980, 1983b as cited in Ellis, 1985, p.170) provide a framework which can be used to consider these strategies systematically: **Hypothesis Formation** in which the learners form hypotheses about the L2 in three ways. They are:

- i. By using prior linguistic knowledge
- ii. By inducing new rules from the data
- iii. By a combination of both of the above.

The next phase is **Hypothesis Testing** in which hypotheses can be tested as follows:

- i. Receptively (i.e. by attending to L2 input and comparing with hypotheses)
- ii. Productively (i.e. by producing L2 utterances and assessing their correctness in terms of feedback received)

- iii. Metalingually (i.e. by consulting a native speaker, teacher, grammar, dictionary, etc.
- iv. Interactionally (i.e. eliciting a repair from his interlocutor)

The concept of **Hypothesis Testing** was used to explain how the L2 learners progressed along the interlanguage continuum in much the same way as it was used to explain L1 acquisition. And the last phase is **Automatization** which refers to the consolidating of L2 rules by practicing the L2 both productively and receptively. Practicing may be formal and functional. So, we have here altogether three processes of creative speech. By encountering these stages a learner may communicate his ideas in the target language and can obtain sufficient L2 knowledge.

1.1.2 Personal Factors

Once the learners have obtained sufficient L2 knowledge to meet their communicative needs, they may stop learning. Selinker (1972 as cited in Ellis, 1985, p.48) calls this fossilization. He noted that many L2 learners fail to reach target language competence. They stop learning when their interlanguage contains at least some rules different from those of the target language system. Selinker and Lamendella (1978, as cited in Ellis, 1985, pp.48-49) argue that the causes of fossilization are both internal and external. It can occur both because the learner believes that he does not need to develop his interlanguage any further in order to communicate effectively whatever he wants to, or it can occur as a result of age restrict the operation of the hypothesis testing mechanism.

Here, we come to know that L2 learners can not get competence over L2 as native speakers. Though they are fossilized in L2, it does not mean that they can not communicate in L2. They can communicate in L2 with their interlocutor by using different types of communication strategies. Learners are different from each other due to the linguistic and non-linguistic factors in SLA.

Linguistic and non-linguistic factors are also identified as influencing learning outcomes. Linguistic factors are those that do not go out of the boundary of language whereas non-linguistic factors go out of the language so they are psychological and social factors. One of the most widely recognized facts about second language is that some individuals are more successful in learning a second language than others whereas some of them fossilize on the way of learning. From most of the researches, it has been identified that linguistic and non-linguistic factors are responsible for individual differences. Ellis (1994, p. 472) has presented a table of some factors as influencing individual learner differences in the learning. This table presents three surveys:

| Altman (1980) | Skehan (1989) | Larsen-freeman and Long (1991) |
|---|--|--|
| 1. Age | 1. Language aptitude | 1. Age |
| 2. Sex | 2. Motivation | 2. Socio-psychological factors a) Motivation b) attitude |
| 3. Previous experiences with language learning | 3. Language learning strategies | 3. Personality a) self-esteem b) extroversion c) anxiety d) risk-taking e) sensitivity to rejection f) empathy g) tolerance of ambiguity |
| 4. Proficiency in the native language | 4. Cognitive and effective factors a) Extroversion/introversion b) Risk-taking c) Intelligence d) Field independence e) anxiety | 4. Cognitive Style a) Field independence or dependence b) Category width c) reflexivity or impulsivity d) aural/visual e) analytical or gestalt |
| 5. Personality factors | | 5. Hemisphere specialization |
| 6. Language aptitude | | 6. Learning strategies |
| 7. Attitudes and motivation | | 7. Other factors e.g. memory, sex |
| 8. General intelligence | | |
| 9. Sense modality preferences | | |
| 10. Sociological preferences (e.g. Learning with peers vs. learning with teacher) | | |
| 11. Cognitive Styles | | |
| 12. Learner Strategies | | |

(Source : Ellis, 1994 p 472)

The above table shows that learners' belief about language learning, their aptitude, nature of the language learning and learning strategies make learners different from each other. Some learners are fearful of starting to learn L2 while some are confident. Some develop anxiety as a result of their competitive natures and their perceptions of whether they are progressing or not. However, learning strategies appear in all three surveys in the above table. So, we came to know that learning strategy is crux for individual differences. When learners have different strategies to learn language, they use different strategies or ways in speaking. In short, we can say that learning strategies determine communication strategies.

As SLA is a complex phenomenon, learners use different types of strategies to understand, learn or remember the information of L2. The word 'Strategy' comes from the ancient Greek word *strategia*, which means steps or actions taken for the purpose of winning war. The war like meaning of *strategia* has fortunately fallen away, but the control and goal directedness remain in the modern version of the word. (Oxford, 1990, p. 8). Thus, L2 learners adopt different strategies for learning language, the different strategies we are dealing here are learning strategies and communication strategies.

1.1.3 Learning Strategies

The term learning strategies has been defined variously by various researchers. Wenden and Rubin (1987, p.19) define learning strategies as "any sets of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval, and use of information". All language learners use learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since language classroom is like problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the

quickest or easiest way to do what is required, that is, using learning strategies is inescapable.

Learning strategies refer to the techniques or deliberate actions that the learners use to make language learning enjoyable. Learning strategies are defined as “specific actions, steps or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”. (Scarcella and Oxford, 1992, p. 63 as cited in Oxford, 2003, p. 2). When a learner consciously chooses strategies that fit his or her learning style and the task at hand, these strategies become a useful toolkit for active, conscious and purposeful self-regulation of learning.

A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task at hand (b) the strategy fits the particular student’s learning style preferences to one degree or another , and (c) the student employs the strategy effectively and links it with other relevant strategies.

Strategies that fulfill these conditions “make learning easier, faster, more enjoyable, more self- directed, more effective, and more transferable to new situations”.(Oxford, 1990, p. 8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991 as cited in Oxford, 1990, pp.8-9).

Learning strategies are special tricks or ways learners adopt for learning a language. Ellis (1985, p. 165) uses more comprehensive term ‘learner strategies’ which include; reception strategies, production strategies and communication strategies. Learning strategies are mainly reception strategies and to some extent production strategies. But communication strategies are social strategies that one uses to establish interaction.

From reading through the definitions coined by researchers in the area of learning strategies, it would be appropriate to state that learning strategies, are actions taken by the learners to make learning more effective. Language learning strategies have been classified differently by various scholars (O'Malley 1989, Oxford 1990, Stern 1992, Rubin 1987). O'Malley (1998, pp.582-584) divides language learning strategies into three main subcategories:

- a. Metacognitive strategies
- b. Cognitive strategies
- c. Socioaffective strategies

Similarly, Oxford (1990, p. 17) presents two types of language learning strategies:

- a. Direct strategies
- b. Indirect strategies

But Stern's (1992, pp. 262-266) classifications of language learning strategies are as follows:

- a. Management and planning strategies
- b. Cognitive strategies
- c. Communicative- Experiential
- d. Interpersonal strategies
- e. Affective strategies

Finally, Rubin (1987, p. 20, as cited in the internet TESL Journal. Vol. VI, No.8) divides strategies into three types used by learners that contribute directly or indirectly to language learning:

- a. Learning Strategies

- b. Communication Strategies
- c. Social Strategies

1.1.3.1 Learning Strategies:

Learning strategies comprise two strategies as:

-) Cognitive Learning Strategies
-) Metacognitive Learning Strategies

i. *Cognitive learning strategies:* Cognitive learning strategies refer to the steps or operations used in learning problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified six main cognitive learning strategies contributing directly to language learning:

-) Clarification / Verification
-) Guessing / Induction Inferencing
-) Deductive reasoning
-) Practice
-) Memorization
-) Monitoring

ii. *Metacognitive Learning Strategies:* Metacognitive learning strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals and self-management.

1.1.3.2 Communication Strategies:

Communication is less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by

speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

1.1.3.3 Social Strategies:

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

Making differences between learning strategies and communication strategies, Brown (1994, p. 118) states “while learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal or non- verbal mechanisms for the productive communication of information”.

1.1.4 Communication Strategies

Selinker (1972) suggested that, if the fossilized aspects of interlanguage ‘are the results of an identifiable approach by the learner to communicate with native speakers of the TL, then we are dealing with strategies of second language communication’. Most L2 researchers have limited the term ‘communication strategies’ to strategies employed when things go wrong rather than applying it to the processes of problem-free communication : a communication strategy is resorted to when the L2 learner has difficulty with communicating rather when things are going smoothly. Essentially L2 speakers have problems in expressing something because of the smaller resources they possess in the L2 compared to L1. To quote Bialystock (1990, p. 35 as cited in Cook, 1993 p. 119), ‘communication

strategies overcome obstacles to communication by providing the speaker with an alternative form of expression for the intended meaning’.

L2 learners attempt to communicate through a language that is not their own. L2 learning differs from L1 learning because mental and social developments go hand in hand with language development in L1 child’s life. Hence, unlike L1 children, L2 learners always want to express things for which they do not have the means in the second language; they know there are things they cannot say, while L1 children do not know the linguistic resources required to express an intended meaning. They apply communication strategies, i.e. device for compensating for inadequate resources. So, communication strategies occur when the speaker is not able to communicate his original communicative goal.

The ways in which an individual speaker manages to compensate the gap between whatever he wishes to communicate and the immediate available linguistic resources is known as communication strategies. Communication Strategies are strategies that the learners employ when their communicative competence in the language being learned is insufficient. This includes making themselves understood in the second language and having others help them understand. The learners use communication strategies to offset any inadequacies they may have in grammatical ability and particularly, vocabulary. Communication strategies are used by the speaker intentionally and consciously in order to cope with difficulties in communication. It articulates, explains, and promotes a vision and a set of well-defined goal. It differs from tactics or the concrete steps and techniques used in implementation of communication goals. Tactics should be chosen based on pre-existing strategy. Communication strategies aid learners with participating in and maintaining conversation and in improving the quality in communication.

Different scholars define communication strategies: Tarone (1980, as cited in Cook, 2008, p.106) defines communication strategies as ‘mutual attempts to solve

L2 communication problems by participants'. From the above definition, we can know that communication strategies are the ways in which both speaker and hearer involve in the conversation, when both participants realize that they do not understand each other, they solve the problems of L2 communication by adopting the strategy of the negotiation of agreement on meaning.

Similarly, Faerch and Kasper (1984, as cited in Cook, 2008, p.106) define communication strategies as "individual solutions to psychological problems of L2 processing". From the above definition, it is known that communication is the psychological activity from which we can solve our individual problem. Likewise, Poulisse (1990a, as cited in cook, 2008, p.106) defines them as "ways of filling vocabulary gaps in the first or second language". From the above definition, it is known that in communication strategies, learner attempts to fill up the vocabulary gaps in the first or second language during communication.

According to Gass and Selinker (2009, p. 286), there are mainly three components that are included in the notion of communication strategies: problematicity, consciousness and intentionality. Problematicity means that the learner must recognize a problem in communication first. Consciousness means that learner must be aware of the fact that they are doing something to overcome that problem. Intentionality means that the learners make choices about various options they have.

So, we can conclude from the above definitions that the term 'communication strategies' was coined in the SLA literature to make reference to all those techniques language learners use to overcome linguistic problems encountered when trying to communicate in a foreign language with a reduced interlanguage system. They are the efforts that come deliberately to express meaning when faced with difficulty in the L2.

1.1.5 Types of Communication Strategies

Communication strategies have been classified in different types on the basis of different approaches. Tarone (1980, as cited in Cook, 2008, pp.120-121) emphasizes social aspects of communication. Both participants in a conversation are trying to overcome their lack of shared meaning. When things go wrong, both participants try to devise a communication strategy to get out of the difficulty. There are five types of communication strategies according to Tarone:

1) Paraphrase: One type of the strategy is to paraphrase what you want to say. It is a statement of a text, passage or work giving the meaning in another form.

Typical strategies are:

- i. Approximation
- ii. Word Coinage
- iii. Circumlocution

All these strategies rely on the speaker trying to solve the difficulty through the second language.

2) Transfer: Second type of communication strategy is to fall back on the first language, known as transfer. Typical strategies are:

- i. Translation from the L1
- ii. Language Switch

3) Appeal for assistance: This is the type of strategy in which a speaker asks others for help.

4) Mime: This is the way of using non-verbal device to refer to an object or event.

5) Avoidance: This is the way in which the learner does not talk about the things which are difficult to express in the L2. He/she may avoid whole topic or individual words.

- i. Topic avoidance
- ii. Message abandonment

Similarly, Faerch and Kasper (1984, as cited in Cook, 2008, pp. 107-109) concentrates on the psychological dimension of what is going on in the L2 speakers' mind. Faerch and Kasper divide these into two main types:

1) Achievement Strategies: Achievement strategies subdivide into co-operative strategies, such as appealing to other person for help, which are mostly similar to Tarone's list and non – cooperative where the learner tries to solve the problems without recourse to others. One form of non – cooperative is to fall back on the first language when trouble by:

- i. Code switching
- ii. Foreignization

Another type is interlanguage strategies based on the learner's evolving L2 system rather than on the L1. Among these, Faerch and Kasper include

- i. Substitution
- ii. Generalization
- iii. Description
- iv. Exemplification
- v. Word Coinage
- vi. Restructuring

2) Avoidance Strategies

- i. Formal
- ii. Functional

On the basis of above mentioned classification, we can describe the main communication strategies:

1) Approximation / Generalization: This is a strategy of using an alternative expression which may not express exactly what you mean.

For example: 'bird' for owl

'animal' for horse

'old objects' for antique

2) Circumlocution: This is the way of describing or explaining the meaning of the target expression.

For example: A: What's a broom?

B: It's a thing that is used for sweeping floors.

3) Word coinage: This is the way of creating a L2 word thinking it might work.

For example: 'fish zoo' for aquarium

'air ball' for balloon

'picture place' for gallery

4) Translation: This is an act of rendering the sense or equivalent of a word, an expression, or an entire work from one language to another language.

For example: A German speaking student says ‘Make the door shut’ rather than ‘shut the door’

5) Language Switch: This is the way of inserting words from another language. This is distinct from code switching because the listener does not know the L1.

For example: That’s a nice tirtil (Caterpillar).

6) Mime: This is the way of using a non – verbal language to refer to an object or event.

For example: Clapping hands to indicate applause. Tarone (1980, as cited in Cook, 2008, p. 107) reports that her daughter succeeded in getting some candles in a shop in France by singing ‘Happy Birthday’ in English and miming blowing out candles.

7) Foreignization: This is the way of trying out a L1 word but adjusting it slightly phonologically or morphologically.

For example: ‘green things’ for vegetables.

8) Substitution: This is the way of replacing one word for another.

For example: ‘if’ for whether

9) Code Switching: This is the way in which the speaker skips the language.

For example: ‘Do you want to have some ah Zinsen’? (The German word for ‘interest’).

10) Description: This is the way of describing.

For example: Some speakers can not remember the word for 'kettle' and so describe it as 'the thing to cook water in'.

11) Restructuring: This is the way in which the speaker has another attempt at the same sentence, as in a learner struggling to find out the rare English word 'sibling': 'I have two-er- one sister and one brother'.

12) Exemplification: This is the way in which speakers give an example rather than general term, such as 'cars' for 'transport', that is, shift down a level.

13) Appeal for assistance: This is the way of asking others for help. It is found that appeal for assistance is used for reception rather than production.

For example: 'What is this'? , 'Pardon me'?

14) Avoidance: This is the way in which the learner does not talk about the things which are difficult to express in the L2. He/ she may avoid whole topic or individual words.

For example: A: Input and intake are always different in quantity.

B: You mean input is less than intake?

A: Input and output are also different in quantity.

15) Gesture: This is the way of showing a range of meaning by movements of hands and arms.

For example: Teacher teaches his/ her students giving instruction through hand movements like: Come! Go!

16) Simplification: This is an explanation that omits superfluous details and reduces complexity. A statement that makes something comprehensible by describing the relevant structure or circumstances.

For example: To simplify the term negotiation, the teacher says conversational adjustment.

17) Repetition: This is an act of repeating an action, performance, production or presentation.

For example: A: I haven't seen black pipe yet.

B: Pipe?

A: Water pipe.

18) Asking: This is the way; through which speaker can confirm existing information and can get new information as well.

For example: The full form of SLA is Second Language Acquisition, isn't it?

19) Guessing: This is the way of telling something during conversation so that it may work.

For example:

Teacher: What do you mean by culture shock?

Student: umm....it means fear of new culture.

20) Synonym: The sense relationship between two words having same or identical meaning is called synonym.

For example: Sufficient – enough

21) Antonym: Antonym is a sense relation of oppositeness in meaning and the two words having opposite meaning.

For example: Input – Output

22) Paraphrase: Paraphrase is a restatement of text, passage or work giving the meaning in another form.

For example: Child directed speech: Motherese

Finally, we can conclude from the above discussion that communication strategies are a natural part of conversational interaction. Both native speakers and L2 learners use them when they face a production problem.

1.1.5 Importance of Communication Strategies

Communication is an integral instinct of all living beings. It is the process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. In other words, by communication, we mean the exchange of ideas, information etc. between two or more persons in a community. As communication plays a crucial role in the smooth functioning of an organization. Communication strategies are concerned with the assistance given to the learners to communicate that language more effectively and skillfully. It is an identifiable approach by the learner to communicate with native speaker. It is a systematic attempt by the learner to express and decode meaning in the target language situation where the appropriate systematic target language used has not been formed. So, communication strategies are systematic technique employed by a speaker to express his meaning when faced by some difficulties. The importance of communication strategies can be indicated by the following points:

- a) Making communication efficient.
- b) Making communication understandable.
- c) Making teaching and learning lively and effective.

- d) Making students active and enabling them in taking part in communication.
- e) Making students encouraged to take risks and to use communication strategies.
- f) Compensating the gap of communication while taking part in it.
- g) Bridging the relationship between the teacher and students in course of communication.

In this way, communication strategies are important in the field of learning strategies.

1.2 Review of the Related Literature

Though the researches on the learning strategies are outnumbered, there is no research carried out on communication strategies adopted by ‘teachers and students’ of B.Ed. level. So, this research is first adventure in this area in the department of English Education. In order to gather some ideas and information, the researcher has gone through some of the related previous researches and reviewed them.

Dahal (2008) carried out a research on ‘Communication Strategies used by Secondary Level English Teachers and Students’. The purpose of the study was to find out the type of communication strategies used by secondary level teachers and students and to analyze the communication strategies in- terms of their frequency. She used structured interview to find out the communication strategies applied by the students and teachers and observation checklist to find out the frequency of those strategies. She found out that guessing is the most frequent communication strategies used by students whereas simplification is more useful communication strategy used by the teachers to make the students understand.

Similarly, Chaudhary (2009) conducted a research on 'Learning Strategies Used by The Class Toppers'. She aimed to investigate the learning strategies used by the toppers of higher education to learn the English language. She used a set of questionnaire as a tool for data collection. She found out that metacognitive strategies were used by the class toppers of higher education to a great extent. She concluded that the class toppers have a strong desire to communicate and are willing to guess meaning when they are not sure.

Likewise, Khanal (2011) conducted a research on 'Learning Strategies Adopted by Grade Eight Students in Government Schools of Dang District'. The objective of this study was to find out learning strategies used by grade eight students of lower secondary level of government aided school of Dang district. He has used simple random sampling to conduct questionnaire and structured observation as research tool in this study. The finding of his study was that students preferred communicative method for learning English and were good in asking question to the teachers.

In the same way, Ghimire (2011) carried out a research on 'Communication Strategies used by Higher Secondary Level Students'. Her purpose of the study was to find out the types of communication strategies and to analyze the communication strategies in terms of their frequency. She has used simple random sampling and has used observation form and questionnaire as research tools. The finding of her study was that most of the students (75 percent) preferred to ask questions to the teachers, if they do not understand the lesson.

In a similar way, Bhusal (2011) conducted a research on 'Learning Strategies in Second Language Acquisition'. The objective of this study was to find out the learning strategies used in the second language acquisition and to see the impact of learning strategies in their performance. She has used simple random sampling to conduct questionnaire as research tools. The finding of her study was that 64

percent students like reading silently while reading the text and 62 percent students ask for clarification if they do not understand better and the teachers prefer their students to learn English through the use of English and listen to English news on radio and read newspaper.

But this present study attempts to investigate the types of communication strategies adopted by B.Ed level teachers and students.

1.3 Objectives of the Study

The objectives of the study are as follows:

- i) To investigate the types of communication strategies adopted by B.Ed level teachers and students.
- ii) To suggest some pedagogical implications.

1.4 Significance of the study

Second language learners are facing lots of difficulties while learning language. To cope with these difficulties they have been using different strategies. Use of appropriate communication strategies is necessary for the second language learners to communicate their ideas and feelings. Many times our students have been observed not taking part in effective communication because of the lack of knowledge or communication strategies. In this sense, this study has a pedagogical value. Moreover, this study is expected to be significant to the students, teachers, syllabus, designers, textbook writers, teacher trainers, learner, English language experts and those who are directly or indirectly involved in teaching learning activities.

Teachers play a vital role in teaching the language. It is extremely relevant to find out the types of communication strategies used in teaching learning process. So, it

will have great importance to make the teaching learning situation in the classroom. Furthermore, this study will be a source for further research in communication strategies.

1.5 Definitions of some Specific Terms

SLA – SLA is the process of learning a language subsequent to the mother tongue.

Silent period – It is a preparatory phase for communication during which the learners do not have enough competence to speak.

Formulaic speech – Formulaic speech are the expressions which are learned as unanalyzable wholes and employed on particular occasions. It can be observed in the speech of native speakers as well as of learners. Formulating speech seemed to be very common in SLA, especially in the early stages of development.

Creative speech –It is the last stage which is the product of L2 rules that permit the L2 learners to produce entirely novel sentences.

Fossilization – The eventual aim of SLA process is to reach target language or native like competence but most of the learners seem to cease to make any progress or stop their learning. This result is known as fossilization (Selinker 1972).

Interlanguage – Interlanguage is the language of learners that is produced by L2 learners which is different from either the speakers' first language or target language in learning.

Learning strategies – Learning strategies are steps taken by learners to enhance their own learning.

Communication strategies – Communication strategies are those strategies used by a learner to promote and continue communication with others rather than abandon it. They are strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the Language.

CHAPTER TWO

METHODOLOGY

Methodology is a set of methods and techniques to find out new information and facts about a particular subject matter. So, it can be called an instrument to discover reliable and effective findings. This chapter addresses the research methods employed for data collection. I adopted the following procedures to conduct this study.

2.1 Sources of Data

I used both the primary and secondary sources of data to collect required information for my study.

2.1.1 Primary Sources

This study was primarily based on the primary sources of the data. The students of B.Ed and the teachers who were teaching English to them in B.Ed campus under Tribhuvan University were the primary sources of data.

2.1.2 Secondary Sources of Data

I consulted different books, theses, articles, Journals and internet sources. Some of the secondary sources were Ellis (1985, 1994), Cook (1993, 2008), Ortega (2009), Gass and Selinker (2009) and so on.

2.2 Population of the Study

The population of the study was English teachers and students of B.Ed level of Madan Bhandari Memorial College Anamnagar.

2.3 Sampling Procedure

The sample size of the study was five English teachers and thirty English students of B.Ed level. Five classes of each teacher were observed. Five students were selected from first year; four students were from second year and twenty one students were selected from third year by using purposive non random sampling procedure.

2.4 Tools for Data Collection

I designed a set of questionnaire and the classes were observed to elicit the required data. I used questionnaires to collect data from students and observation to collect data from both teachers and students as the tools for data collection. I used both open ended and close ended questions to collect data and observed the classes of teachers by recording to find out the types of communication strategies used by both teachers and students. The questionnaire has been mentioned in appendix-1

2.5 Process of Data Collection

After preparing a set of questionnaire, I went to the field for data collection. For this purpose, I selected the campus. Then I visited the selected campus and asked the permission with the authority (Campus Chief) and mentioned him the purpose of my research. After that I clarified the objectives of my study to the English teachers and observed non- participatory classroom observation by recording the classroom activities in CD. Then, I distributed the questionnaire to the student. Finally, I collected, tabulated and analyzed the obtained data from the questionnaire and observation.

2.6 Limitations of the Study

The study was carried out under the following limitations:

- i) The study was limited only to the types of communication strategies adopted by teachers and students.
- ii) This research was limited to only one B.Ed. campus of Kathmandu district.
- iii) The total populations of this study were five teachers and 30 students.
- iv) The tools for data collection were only questionnaire and observation
- v) Only five classes of each teacher were observed.

CHAPTER – THREE

ANALYSIS, INTERPRETATION AND PRESENTATION OF DATA

I collected information about the types of communication strategies adopted by B.Ed level teachers and students to achieve the objective of this study. I collected data by using questionnaire and class observation. I described, analyzed and interpreted the information collected from the students and my class observation descriptively. The analysis of the collected data is carried out in subsequent sub units below:

3.1 Types of Communication Strategies

The total types of communication strategies given have been presented in the following table:

Table no. 1
Types of Communication Strategies

| S.N. | Strategies | S.N. | Strategies |
|------|-----------------|------|-----------------|
| 1. | Asking | 11. | Language Switch |
| 2. | Guessing | 12. | Gesture |
| 3. | Simplification | 13. | Substitution |
| 4. | Synonym | 14. | Repetition |
| 5. | Definition | 15. | Explanation |
| 6. | Antonym | 16. | Foregnization |
| 7. | Paraphrase | 17. | Mime |
| 8. | Description | 18. | Word coinage |
| 9. | Exemplification | 19. | Code switch |
| 10. | Translation | 20. | Topic avoidance |

The above table shows that there were twenty types of communication strategies given in the questionnaire to obtain the required information.

The types of communication strategies used by both B.Ed. level English teachers and students have been presented in the following table:

Table no. 2

Types of communication strategies used by both teachers and student

| S.N. | Strategies | S.N. | Strategies |
|-------------|-------------------|-------------|-------------------|
| 1. | Asking | 12. | Gesture |
| 2. | Guessing | 13. | Substitution |
| 3. | Simplification | 14. | Repetition |
| 4. | Synonym | 15. | Explanation |
| 5. | Definition | 16. | Foregnization |
| 6. | Antonym | 17. | Mime |
| 7. | Paraphrase | 18. | Word coinage |
| 8. | Description | 19. | Code switch |
| 9. | Exemplification | 20. | Topic avoidance |
| 10. | Translation | 21. | Circumlocution |
| 11. | Language Switch | 22. | Generalization |

The above table presents that twenty three communication strategies were being used by B.Ed level teachers and students in their classroom activities.

3.2 Types of communication strategies adopted by B.Ed level teachers

In order to collect the necessary data for my study, I employed observational tool. I observed 25 classes of five teachers. Five teachers (T1, T2, T3, T4, and T5) were teaching different subjects to different level students specializing in English. T1

used eleven strategies. The common strategies were description, definition, simplification, asking, paraphrase, synonym, generalization, translation, repetition, exemplification, guessing and the most frequent communication strategies during his teaching learning process were description, asking. He also used the strategies like definition and simplification more frequently and the least frequently used strategies were paraphrase, repetition, exemplification whereas synonym was little more frequent than translation. He didn't used the strategies like appeal for assistance, circumlocution, language switch, code switch, word coinage, topic avoidance, antonym, substitution, gesture, mime and foreignization.

The commonly used communication strategies by T2 were exemplification, gesture, guessing, description, simplification, repetition, translation, asking and circumlocution. As his subject needs more extra information to be understood, he used to exemplify most. He also used gesture, simplification, description, repetition most frequently. And asking and circumlocution were used more frequently than translation and guessing.

Similarly, repetition, asking, translation, paraphrase, description, exemplification, circumlocution and simplification were the common strategies used by T3 in his classroom activities. The most frequent were asking and repetition. Translation and paraphrase were more frequently used than description and circumlocution. Exemplification and simplification were least frequently used by him. He didn't use other strategies.

In the same way, description, asking, simplification, generalization were the common strategies adopted by T4 during his classroom activities. Asking was the most frequent strategy. Description and simplification were more frequently used by him and generalization was least frequently used by that teacher. Other strategies were not used by that teacher.

Finally, asking, definition, exemplification, gesture, translation, simplification, description, synonym, generalization were the common strategies adopted by T5 in his classroom activities. Simplification was the most frequent strategy. Exemplification, description, gesture were more frequently used than translation and synonym. Generalization was least frequently used. He didn't use other strategies.

To sum up, it is found that description, asking, exemplification, repetition, simplification were the most frequent strategies adopted by all five teachers. Definition, gesture, circumlocution, translation, paraphrase were the strategies that were frequently used. Synonym, generalization, translation, guessing were least frequently used by them. But no one used appeal for assistance, language switch, word coinage, antonym, topic avoidance, substitution, mime, foreignization. It is also found that different teachers used different strategies. As the level varied, strategies also varied. There was difference in terms of quantity too. Subject also created different types of communication strategies to be adopted by those teachers.

3.3 Types of the Communication Strategies Adopted by B.Ed level Students

To find out the types of communication strategies adopted by the students, I had asked them twenty questions which are presented below.

3.3.1 Strategies to know the Meaning of the New Word Used by the Teacher

The students were asked how they know the meaning of the new word used by their teacher. The responses of the students are given in the following table:

Table No. 3

Strategies to Know Meaning of New Word Used by the Teacher

| S.N. | Strategies | Frequency | Percentage |
|-------------|---|------------------|-------------------|
| a | Asking teacher for its meaning | 8 | 27 |
| b | Guessing meaning through context | 12 | 40 |
| c | Requesting teacher for its simplification | 6 | 20 |
| d | Requesting teacher for its synonym | 4 | 13 |

From the table, it is clear that 40 percent of the students use guessing meaning through context whereas 27 percent of the students ask their teacher for its meaning to know the meaning of the new word used by their teacher. Similarly, 20 percent of the students request their teacher for simplification and 13 percent of the students request their teacher for its synonym to know the meaning of the new word used by the teacher.

3.3.2 Strategies to Give Meaning of Words

The students adopted different strategies to give the meaning of words. The different strategies used by them are given in the table below.

Table No. 4

Strategies to give meaning of words

| S.N. | Strategies | Frequency | Percentage |
|-------------|-------------------|------------------|-------------------|
| a | Definition | 23 | 77 |
| b | Synonym | 4 | 13 |
| c | Antonym | - | - |
| d | Paraphrase | 3 | 10 |

The above table presents that the majority (77 percent) of the students used definition to give the meaning of words whereas only 13 percent of the students used synonym to give the meaning of words and only 10 percent of the students use paraphrase but no one used antonym to give the meaning of the words.

3.3.3 Preferred strategies to convey the information

The students were asked which strategies they prefer to convey the information. The responses of the students are given in the table below.

Table No. 5
Preferred strategies to convey the information

| S.N. | Strategies | Frequency | Percentage |
|------|-----------------|-----------|------------|
| a | Description | 18 | 60 |
| b | Exemplification | 11 | 37 |
| c | Translation | - | - |
| d | Language switch | 1 | 3 |

The above table presents that 60 percent of the students preferred to use description to convey information whereas 37 percent of the students preferred to use exemplification and only 3 percent of the students use language switch but none of the students use translation to convey the information.

3.3.4 Difficult strategies

The students were asked which strategies they feel difficult to use and their answers are given in the following table.

Table No. 6
Difficult strategies

| S.N. | Strategies | Frequency | Percentage |
|-------------|-------------------|------------------|-------------------|
| a | Translation | 12 | 40 |
| b | Gesture | 2 | 7 |
| c | Substitution | 13 | 43 |
| d | Simplification | 3 | 10 |

The above table clarifies that 43 percent of the students feel difficult to use substitution whereas 40 percent of the students feel difficult to use translation. Likewise, 10 percent of the students use simplification and only 7 percent of the students feel difficult to use gesture.

3.3.5 Use of mother tongue in the class

The students were asked when they use the mother tongue in the mother tongue in the class and their answers are given in the table below.

Table No. 7
Use of mother tongue in the class

| S.N. | Strategies | Frequency | Percentage |
|-------------|-------------------------------------|------------------|-------------------|
| a | If I don't know the word in L2 | 15 | 50 |
| b | It comes unconsciously | 4 | 13 |
| c | I feel it easy to answer | 6 | 20 |
| d | It is easy to understand for others | 45 | 17 |

The above table presents that 50 percent of the students use the mother tongue if they don't know the word in L2 whereas 20 percent of the students feel it easy to answer. Likewise, 17 percent of the students feel it easy to understand for others but only 13 percent use mother tongue because it comes unconsciously.

3.3.6 Strategies of removing confusions

The students removed their confusions by asking others. The following table shows that how the students remove their confusions using different strategies.

Table No. 8
Strategies of removing confusions

| S.N. | Strategies | Frequency | Percentage |
|------|-------------------------------|-----------|------------|
| a | My teachers | 19 | 63 |
| b | My friends | 9 | 30 |
| c | My elder sisters and brothers | 2 | 7 |
| d | My parents | - | - |

The above table shows that 63 percent of the students preferred to ask the teachers to remove their confusions and 30 percent of the students preferred to ask with the friends but only 2 percent of the students preferred to ask with elder sisters and brothers but no one preferred to ask to their parents to remove their confusions.

3.3.7 Strategies to understand the lesson clearly

The students were asked when they understand the lesson clearly. The table below shows that the students understand the lesson clearly using different strategies.

Table No. 9
Strategies to understand the lesson clearly

| S.N. | Strategies | Frequency | Percentage |
|------|------------------------------------|-----------|------------|
| a | If teacher teach with examples | 29 | 97 |
| b | If teacher teach with explanation | - | - |
| c | If teacher teach in first language | - | - |
| d | If teacher teach by defining | 1 | 3 |

The above table illustrates that the majority of students (97 percent) understood the lesson clearly if the teach them with examples whereas only 3 percent of the students understood the lesson clearly if teacher teach by defining but no one understood the lesson clearly if teacher teach in first language and if teacher teach by defining.

3.3.8 Strategies often used by the teacher

The students were asked which of the strategy is often used by their teacher. The answers of them are given in the table below.

Table No. 10
Strategies often used by the teacher

| S.N. | Strategies | Frequency | Percentage |
|------|----------------|-----------|------------|
| a | Simplification | 7 | 23 |
| b | Repetition | 5 | 17 |
| c | Definition | 8 | 27 |
| d | Explanation | 10 | 33 |

The above table clarifies that 33 percent of the students find the explanation strategy often used by the teacher whereas 27 percent of the students find the definition strategy often used by the teacher. And 23 percent of the students find simplification strategy often used by the teacher but only 17 percent of the students find repetition strategy often used by the teacher.

3.3.9 Strategies to ask questions to the teacher without using Nepali in the class

The students were asked the strategies to ask questions to the teacher if they don't want to use Nepali in their class. The responses are given in the following table.

Table No. 11

Strategies to ask questions to the teacher without using Nepali in the class

| S.N. | Strategies | Frequency | Percentage |
|-------------|---|------------------|-------------------|
| a | I use roman to ask question (eg 'Kitab" for book) | 18 | 60 |
| b | I make nepali word as English (foreignization) | 10 | 33 |
| c | I use gesture | - | - |
| d | I use mime | 2 | 7 |

The table given above displays that 60 percent of the students use Roman to ask questions to the teacher if they don't want to use Nepali in their class whereas 33 percent of the students make Nepali word as English. And only 7 percent of the students use mime but no one use gesture to ask questions to the teacher if they don't want to use Nepali in their class.

3.3.10 Strategies to tell meaning if they can't express the meaning of the word

The students were asked the strategies to tell meaning of the words if they can't express the meaning of the word. Their responses are presented below in the table.

Table No. 12

Strategies to tell meaning if they can't express the meaning of the word

| S.N. | Strategies | Frequency | Percentage |
|-------------|--|------------------|-------------------|
| a | I explain the word | 4 | 13 |
| b | I say fish zoo for aquarium (word coinage) | 11 | 37 |
| c | I give examples | 12 | 40 |
| d | Code switch | 3 | 10 |

The table depicts that 40 percent of the students give examples to tell meaning of the word if they can't express the meaning of the word whereas 37 percent of the students say 'fish zoo' for aquarium. And 13 percent of the students explain the word but only 10 percent of the students switch the code to tell meaning of the word if they can't express the meaning of the word.

3.3.11 Strategies of maintaining the situation of breaking down the conversation

The students were asked which strategy they would use to maintain the situation of communication breakdown between them and their interlocutor. The responses of them are given below in table.

Table No. 13

Strategies of maintaining the situation of breaking down the conversation

| S.N. | Strategies | Frequency | Percentage |
|-------------|-------------------|------------------|-------------------|
| A | Topic avoidance | 11 | 37 |
| b | Mime | 2 | 7 |
| c | Substitution | 13 | 43 |
| d | Gesture | 4 | 13 |

The above table shows that 43 percent of the students use substitution to maintain the situation of communication breakdown between them and their interlocutor whereas 37 percent of the students use topic avoidance. But only 13 percent of the students use gesture and the least number of the students (7 percent) use mime to maintain the situation of communication breakdown between them and their interlocutor.

3.3.12 Strategies to make the class more communicative

The students were asked which strategies their teacher use to make the class more communicative. The following table shows their responses.

Table No. 14
Strategies to make the class more communicative

| S.N. | Strategies | Frequency | Percentage |
|------|-------------------------------------|-----------|------------|
| a | By asking more questions to us | 17 | 57 |
| b | By telling us to ask questions | 18 | 27 |
| c | By telling us to explain the lesson | 5 | 17 |
| d | By using mother tongue | - | - |

The above table depicts that majority of the students (57 percent) tell that their teachers make the class more communicative by asking more questions to them. 27 percent of the students tell that their teachers make the class more communicative by telling them to explain the lesson. But no one tells that their teacher use mother tongue to make the class more communicative.

3.3.13 Analysis of Open-ended Questions

Regarding open ended questions (see **Appendix I question no.13**), what strategy does their teacher use to encourage them to ask question if they could not understand the lesson? The responses of the students are listed below.

- a. He makes use of certain strategies as asking question.
- b. He encourages us by giving examples if I could not understand the lesson.
- c. He uses L1 to encourage us to ask question if we could not understand the lesson.
- d. He allows us to ask question in mother tongue.

- e. He encourages us to use simple language to ask questions, if we could not understand the lesson.

Regarding the **question no.14**, whether their teacher use non-verbal language while teaching or not and when does he / she use it? The students gave different answers to it which are as follows.

- a. Yes, he uses non-verbal language while teaching in order to provide examples.
- b. Yes, our teacher uses non-verbal language such as eye contact, facial expression etc. when we don't understand the lesson clearly.
- c. Yes, sometimes my teacher uses non-verbal language to imprint the concept of the meaning.

Regarding the **question no.15**, whether their teacher switch the code while teaching or not and when does he / she use it? Their answers are as follows.

- a. In difficult situation to make the students more clear, my teacher switches the code.
- b. Yes, he often switchers the code in order to explain tough lessons.
- c. Yes, he switches the code while teaching if we do not understand the second language.
- d. Yes, sometimes teacher speaks another language, if any difficult word comes while teaching.
- e. Yes, he switches the code when he has to give more examples and information.
- f. Teacher switches the code to give typical meaning of the words.

Regarding the **question no.16**, if they are making noise in the class, how does their teacher motivate them towards the lesson? The students gave different answers which are as follows.

- a) If we are making noise in the class, our teacher motivates us toward the lesson by asking question from which he has been teaching.
- b) By giving some class work.
- c) Either by telling jokes or making subject matter more interesting.

Regarding the **question no.17**, why do they think language should be simplified for the use in the classroom? The responses of the students are given below.

- a) To make students participate actively and for fruitful learning.
- b) If the language is simplified, it will be easy to understand.
- c) To give clear information.
- d) To make the students obtain the precise meaning of the text.

Regarding the **question no.18**, which strategy does their teacher use to make them more active? Students' responses are as follows.

- a) He uses repetition to make us more active.
- b) He uses explanation.
- c) He asks us question and gives some class assignments.
- d) He uses gesture.
- e) He exemplifies much.

Regarding the question No.19, which strategy do they prefer much to use? Students gave following answers.

- a) Exemplification
- b) Explanation
- c) Question –answer method
- d) Using definition
- e) Discussion
- f) Description
- g) Simplification

h) Gesture

Regarding the question No.20, when does their teacher use L1 more in the class?

The responses of the students are listed below.

- a) If the students become unable to understand the contents, teachers use L1 more in the class.
- b) If the text is difficult, he uses L1 more in the class.
- c) To summarize tough texts and to provide meaning of the words.
- d) While we can not understand L2.
- e) If we can not understand the meaning of particular word.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

On the basis of the analysis and interpretation of the data obtained from the respondents, this chapter deals with the major findings and the findings are followed by recommendations for pedagogical implication, which are made on the basis of the findings of the data.

4.1 Findings

The major findings of the study are listed below.

- i. There are twenty two communication strategies used by the teachers and students in the classroom activities i.e. Asking, guessing, simplification, synonym, antonym, definition, paraphrase, description, exemplification, translation, language switch, gesture, substitution, repetition, explanation, foreignization, mime, word coinage, code switch, topic avoidance, circumlocution, generalization.
- ii. Communication strategies are mostly used by the teachers to enhance the production skills of the students.
- iii. Forty percent of the students use guessing meaning through context to know the meaning of new word used by their teachers.
- iv. Seventy seven percent of the students used definition to give the meaning of the words.
- v. Sixty percent of the students preferred to use description to convey information.
- vi. Forty percent of the students find translation as the most difficult communication strategy.
- vii. Students use the mother tongue. Fifty percent of the Students use it if they do not know the word in L2.

- viii. Students learn when they remove confusion while learning. So, sixty percent of the students remove confusion by asking their teachers.
- ix. Majority (97 percent) of the students understand the lesson clearly if the teacher teach them with examples.
- x. Thirty three percent of the students find explanation strategy often used by their teacher.
- xi. Sixty percent of the students use Roman to ask questions to the teachers.
- xii. Forty percent of the students use exemplification to tell meaning if they can not express the meaning of the word.
- xiii. Forty three percent of the students use substitution to maintain the situation of communication breakdown between them and their interlocutor.
- xiv. Fifty seven percent of the students tell that their teacher ask them more questions to make the classroom communicative.
- xv. Teachers encourage students to use simple language if they could not understand the lesson.
- xvi. Teachers use non – verbal language to provide examples.
- xvii. To give the typical meaning of the word, teachers switch the code.
- xviii. Teachers ask the questions from which they are teaching if the students make noise in the classroom.
- xix. Most of the students prefer much to use exemplification.
- xx. To summarize the tough texts and to provide the meaning of the words, teachers use L1.
- xxi. Most of the teachers do not let their students use L1.

4.2 Recommendations

In the light of the findings obtained through the analysis and interpretation of the data, the following recommendations are proposed for the pedagogical implications.

- i. Communication strategies should be implemented to obtain more communicative environment during teaching learning process.
- ii. The students should try to use different strategies to enhance their productive skills.
- iii. The teachers should ask much more questions to every students to have active participation of them.
- iv. The teachers should be friendly with the students to encourage the poor students in the class.
- v. The students ask the question when they do not understand, so teachers should respect their answers and respond to it.
- vi. The teachers should create such situations in which students can interact with their peers using different strategies.
- vii. The teachers should not let their students use L1 sparingly.
- viii. The students and the teachers should not use avoidance strategy in the classroom interaction.
- ix. Trainings and support from the government should be provided to the teachers of ELT to have in depth knowledge and practice in the use of communication strategies.
- x. The textbooks and curriculum should be designed in which teachers and students can use much more communication strategies.

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