

CHAPTER ONE

INTRODUCTION

This study is about “Strategies Adopted by the Students for Improving Communicative Skill” which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definitions of the key terms.

1.1 Background of the Study

Generally, communicative skill is the art and technique of communicating by using oral and body language to persuade someone or bring into him/her the change that you want him/her to be. It is the ability to use language and express information. It is a set of skills that that enables a person to convey information so that it is received and understood. Regarding, ‘Communication’, Crystal (2008, p.89) asserts that, “Communication refers to the transmission and reception of information between a source and a receiver using signaling system”. So, in general, communication can be defined as an act of sending and receiving information, ideas, messages, opinions and feelings. When we say, it is not only the transmission of meaning from one person to another person through symbols but also the process of maintaining the social relationship. Nyber (2016, p.3) states, “Communication is a learned skill, however, while most people are born with the physical ability to talk, not all can communicate well unless they make special efforts to develop and refine this communication skill. So, we can say communication is a skill which is achieved after the rigorous practice. We can get communicative skills by practicing like other skills. Communication skills refer to the behaviors that serve to convey information. It is the ability an individual displays consistently and effectively while communicating with clients, colleagues, subordinates and supervisors in both the professional and personal world. We human beings cannot live without language in the world. Language is a must to share one’s ideas, feelings, thoughts and experience to the others. We share these things by

communicating with one another. We have got more than thousand languages around the world. Among them, English is widely spoken all over the world. Ferguson (2006, p. 1) says, “English is the gatekeeper to educational opportunity and high status employment”. Every person in the world wants to learn English language as his/her second language or third language since English has got hegemony.

Every language has four skills. They are listening, speaking, reading and writing. Among them, speaking or communicative skill has more importance while learning any languages of the world. If a learner has got a good command of communicative skill, s/he can communicate with other people successfully. Rahaman (2010, p. 110) states, “Communicative skill is the activity of conveying information through speech, writing or other behavior. Communicative skill is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the content in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for communication”. It is often spontaneous, open-ended and evolving. However, speech is not always unpredictable. Language functions that tend to recur in shorten discourse situations.

1.1.1 Factors of Communicative Skills

The following factors are essential for a person to possess a good communicative skills.

a. Listening

Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who does not take time to listen to the other person. If someone is not a good listener it is going to be hard to comprehend what you are being asked to do. Nordquist (2017, p. 37) states “listening is the active process of receiving and responding to spoken and sometimes unspoken messages”. Therefore, listening plays vital role to understand what someone is saying.

b. Non-verbal Communication

Someone's body language, eye contact, hand gestures and tone all colour the message he/she are trying to convey. A relaxed, open stance (arms open, legs relaxed) and a friendly tone make someone appear approachable and encourage others to speak openly with others. Samovar (2009, p. 58) says, "non-verbal communication involves all those non-verbal stimuli in a communication setting that are generated by both the source and his/her use of the environment and that have potential message value for the source or receiver". Non-verbal signals often convey how a person is really feeling. For example, if the person is not looking you in the eye, he/she might be uncomfortable or hiding the truth.

c. Clarify and Concision

Good communication means to convey the meaning clearly. We should try to convey our message in as few words as possible. He/she should say clearly and directly whether he/she is speaking to someone in person, on the phone or via email. When the speaker speaks something to the listeners, there should not be ambiguity.

d. Confidence

It is important to be confident in all of the interactions with others. Confidence ensures someone's friends that he/she believes in and follows through with what he/she is saying. Confident can be as simple as making eye-contact or using a firm but friendly tone. Of course, we should be careful not to sound arrogant or aggressive.

e. Empathy

Even when we disagree with our friends, teachers, and co-workers, it is important for us to understand and respect their point of view. A good communicator should always respect others' opinions.

f. Open-mindedness

A good communicators should enter any conversation with a flexible and open mind. He/she should be open to listen to and understand the other persons' point of view rather than simply getting his/her message across.

g. Respect

People will be more open to communicate with someone if he conveys respect for them and their ideas, simple actions like using a person's name, making eye-contact, and actively listening when a person speaks will make the person feel appreciated.

h. Feedback

Feedback is one of the factors of communicative skills. Being able to appropriately give and receive feedback is an important communication skill. Brown (1999, p. 56) states "feedback is a helpful information or criticism that is given to someone to say what can be done to improve a performance and product". Students, teachers, friends and supervisors should continuously look for ways to provide and get constructive feedback. Feedback can be provided through email, phone calls or weekly status updates. Giving feedback involves giving praise as well. We should listen to the feedback we are given.

i. Picking the Right Medium

An import communication skills is simply to know what form of communication to use. For example, some serious conversations are almost always best done in person. Communicator should think about the person with whom he/she wishes to speak. If they are busy people, he/she might want to convey his/her message through email.

1.1.2 Types of Communicative Activities

Communicative activities are dealt with in a large number of methodology books and their classification is distinguished according to each authors' point of view. However, all of them mention the same or similar communicative

tasks but in different extent. Supported by a sufficient amount of literature, I created the following categorization of prevailing communicative activities:

Information Gap Activities

Information gap activities are described by Thurnbury (2005, pp. 80-84) who claims that in these kinds of task there is a knowledge gap among learners and it can be bridged by using the language. So, in order to obtain the information, the interactants have to communicate. Littlewood (1994, pp. 22-26) labels these activities as functional communication activities. He emphasizes sharing the information among learners and its processing.

The most common information gap activity is spotting the differences in the pictures, exchanging personal information, guessing games and also creating the story based on flash-cards to the students in random order, for a few seconds and one flash-card per group only. This makes the students co-operate and communicate with other to find the lacking information.

Discussions

Discussions are a commonly used activity in a speaking lesson. A topic is introduced to the students via a reading or a listening passage and then they are asked to discuss a related topic in order to come up with the solution or a response. Celce-Murcia (2001, p. 106) mentions that students need to be reminded that each person within a group should have a responsibility in the discussion – either keeping time, taking notes or reporting the results made by the group members.

Role Play

A widely spread and one of the best communicative activities is a role play which trends the students in the classroom to deal with unpredictable real-life conversation in an English speaking environment. Ladousse (1987, p. 6) points out the special reasons for using the role play in the lessons. It puts students in situations in which they are required to use and develop language necessary in social relationships and help them build up their social skills. Using role play is

useful especially while teaching shy students who have difficulty participating in conversation about themselves. Through this activity they are put into various roles and no longer feel that their own personality is implicated. Role play is an essential communicative technique which develops fluency, promotes interactions in the classroom and increases motivations.

Simulations

Simulations is a kind of role play but the emphasis is put on creating the atmosphere of real world. Students pretend they are a part of a simulated environment and take part either as themselves or are given a role and pretend being someone else. To achieve a suitable simulated environment, the classroom is usually rearranged and, where possible, converted in a required place according to the situation.

Guessing games

Guessing games can be used as free activities for revision of vocabulary or as an interesting way to give quite controlled practice. Although they are called 'games', they provide intensive language practice, especially in asking questions, so they should not be regarded as an extra activity. Students are fond of these guessing tasks mainly because they enjoy themselves without realizing they also practise and improve their speaking skills.

1.1.3 Learning Strategies

Learning strategies are those deliberate actions and attempts of the learners which are intended to promote the learning of the new features of the target language. The learning strategies are concerned with mental as well as physical activities of the learners.

Cohen (1998) defines learning strategies as the processes which are consciously selected by the learners and which may enhance the learning and use of the second language through store, recall, and hypothesizing. Learners intend to select the specific learning strategies in order to overcome the problems seen in the course of communications. Communicative strategies

save the speakers from communication failure. The non-native speakers or the L2 learners of a language may be motivated to use various communications strategies so that they can continue conversation, negotiate meaning with the skill speakers and get engaged in the learning activities, too. Communication strategies are used to overcome the problems of second language communication. Most of the Nepalese students are the second language learner of English language.

Ellis (2003) views that speakers employ communication strategies when they have to communicate meanings for which they lack the requisite of linguistic knowledge. Communication strategies help the learners learn the second language faster. Learners around the world use these strategies to get competence on communicative skills.

Oxford (1990) presents the following types of learning strategies:

Direct strategies: Direct strategies include memory strategies, cognitive strategies and compensation strategies. Memory strategies employ mental processing for associating the language information, memorizing the language rules, system and information. The learners try to memorize what they have processed through reading and listening. Similarly, cognitive strategies are related to working out with language knowledge, information and ideas. These strategies include elaborating, summarizing, synthesizing, and deducing.

Indirect strategies: Indirect strategies provide indirect support for L2 learning. These strategies include meta-cognitive, affective and social strategies. The meta-cognitive strategies encourage the learner to plan and monitor for their learning. Similarly, affective strategies concerning with the speakers affect and social strategies intended to interact in the social discourses are also types of indirect strategies.

1.1.4 Role of Learners in the Communicative Classroom

Learners are the receivers of the message. If teacher has given new ideas for learning new language through communicative teaching classes remain in

learner-centered. There is more focus on learning process in rather communicative classroom than the mastery of language forms. The learners are themselves action researchers who are involved in the activities and motivated towards the language learning rather than spoon-fed. The role of learners in communicative classroom remains and active rather than of passive participation. So, students are communicators they are actively engaged in negotiation of meaning in trying to make themselves understood and in understanding others even when their knowledge of the target language is incomplete. So learners are seen more responsible to manage their own learning. Some other related role of learners in communicative classroom as negotiator, active participant, co-operative interlocutor, responsible member of learning group.

Richards and Rodgers (2010, p. 166) state the learners' role as: the role of learners as negotiator between the self, learning process and the object of learning emerges from it and interacts with the role of joint negotiator, within the group and within the classroom procedures and activities which the group undertakes. The implication for the learners is that he gains and there by learn in an interdependent way.

1.2 Statement of the Problem

Most of the students in Nepal are weak in communicative skills. I have experienced that most of the students are capable of expressing their ideas, feeling, and thoughts in English by writing rather than speaking. When they are asked to express their ideas, feelings, and thoughts by speaking in English, they cannot express them as they write on their exercise books. When I used to study school, I was asked to memorize the English texts, poems, stories, and word meanings because of this we became poor in communicative skills. Most of the teachers still make their students memorize poems, stories, and word meanings which does not help to enhance students' communicative skills.

Students in Nepal want to be competent in communicative skills but they cannot be competent because they do not have knowledge of which strategies

they should employ. Students in Nepal are confused while having conversation with teachers and friends. They are not habituated to communicate with one another. The main reason why they are weak in communicative skills is inhibition. They think that they make mistake while communicating with each other. So, they do not often start communicating with other people. Students get very little time to be involved in communicative activities in the classroom. Therefore, they cannot enhance their communicative skills. Therefore, I would like to see if the students employ different strategies to improve communication skills while learning English outside and inside the classroom. Ur (2003, p. 110) says, “Of all four skills, communicative skills seems intuitively the most important; people who know a language are referred to as communicator of that language, as if communicative skills included all other kinds of knowing”. Therefore, I decided to carry my study focusing on “Strategies adopted by the students for improving communicative skills”.

1.3 Objectives of the Study

The objectives of my study were as follows:

- To identify the strategies adopted by the students for improving communicative skills.
- To identify the problems while adopting strategies for improving communicative skills.

1.4 Research Question

Research question should be based on the objectives of the study. By assessing the objectives of the study, the researcher should make some relevant questions. I will use the following research questions in my research:

- What strategies do students adopt for improving communicating skills of English?
- What problems do students face while employing strategies for improving communicative skills of English?

- Which is the easiest strategy to improve communicative skills of English?

1.5 Significance of the Study

Strategies for language learning and language use have been receiving ever growing attention in the area of foreign language teaching and learning. Communication skills are essential for the successful future career of a student. It is fair to say that language educations in many different context have been seeking ways to help students become more successful in their efforts to learn and communicate in foreign language. The application of appropriate strategies in foreign language learning is used as one vehicle for promoting greater success. A strategy is considered to be effective if it provides support to the students in their attempts to learn or use the second language or foreign language. While learning any target language, EFL/ESL learners tend to confront a lot of difficulties, problems and challenges. It is because they are not enough acquainted with the target language being learnt. To solve these problems encountered in SLA, ESL/EFL students need to employ different strategies. In this regard, use of the appropriate strategies is necessary for the ESL/EFL learners to improve communicative skills.

Communicative skill is the most important skill of any languages. Someone is known as successful in language learning if he/she has a good command of communicative skills. Some students learn ESL/ESL faster but some students do not because of the strategies they use. If the appropriate strategy they use, they learn faster and if the strategies they use are inappropriate then they learn slowly. 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 trainer, education policy makers, English language experts and those who are directly or indirectly involved in teaching learning activities in one way or another.

1.6 Delimitations of the Study

Each and every study has its delimitations and so has my study. The delimitations of my study were as follows:

- My study focused only on communicative skills of language.
- The study was delimited to five colleges located in Kathmandu valley.
- It was delimited to students' strategies for improving English communicative skills.
- The study was delimited to questionnaire to elicit the data.
- The study was delimited to the selected thirty ESL/EFL students studying at bachelor level.

1.7 Operational Definition of the Key Terms

Communicative – Willing to talk and give information to other people.

Skill – A skill is a type of work or activity which requires special training and knowledge.

Strategy – A plan of action intended to accomplish a specific goal.

ESL/EFL student – A person who learns English as a second language or as a foreign language.

Language – Language is the use of a system of communication which consists of a set of a sound.

Cognitive strategies- The specific methods that people use to solve problems, including all sorts of reasoning, planning, arithmetic, etc.

Metacognitive strategies – The processes designed for the students to 'think' about their 'thinking'.

Communication Strategies – Deliberate attempts to express meaning when students face difficulty in the second language.

Subtitle – Caption displayed at the bottom of a cinema or television screen that translate or transcribe the dialogue or narrative.

Simulation – A situation in which a particular set of condition is created artificially in order to study or experience something that could exist in reality.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The review of related literature provides the researcher both theoretical and empirical literature related to his subject of investigation. This chapter is about the review of both theoretical and empirical literature. It also includes implication of the review for the study and conceptual framework. The review is presented in following section.

2.1 Review of Theoretical Literature

Any research work is based on certain theoretical assumptions or principles. Theories are necessary to explain, predict, and understand the phenomena and extend the existing knowledge within the limit of critical bonding assumptions. This sections includes the following theoretical reviews on communicative skills and strategies.

2.1.1 Defining Communication Skills

Communication skills are important to everyone. They are how we give and receive information and convey our ideas and opinions with those around us. Bachman (1990, p. 51) says, “communication comes in many forms:

Verbal (sounds, language, and tone of voice)

Aural (listening and hearing)

Non-verbal (facial expressions, body language, and postures)

Written (journals, emails, blogs, and text messages)

Visual (science, symbols, and pictures)”.

It is important to develop variety of skills for both communicating to others and learning how to interpret the information received from others. Knowing our audience and understanding how they need to receive information equally

important as knowing ourselves. Communication involves getting information from one person to other person.

Hymes (1972) says, “Communication is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas”. Communication skills are the tools we use to remove the barriers to effective communications. It is the most prominent skill of any language. Communication skill is productive skill because we need to produce sound to speak with others. Communication skills strengthen a language learner to learn language faster and effectively.

2.1.2 Types of Communication

It is assumed that communication means to share something. Generally speaking, communication means an act of sending and receiving ideas, messages, information, and feelings among the interlocutors. In other words, communication is a process by which two or more people exchange ideas, facts, feelings or impressions in ways that each interlocutors gains common understanding of meaning intent and use of message. There are some factors which determine the types of communication such as number of participants and media. There are four types of communication which I would like to discuss briefly as given below. Saud(2000, pp. 3-5).

a. Intrapersonal Communication

Intrapersonal communication is an internal or intra physic dialogue that often takes place in your head, what commonly refers to as talking about things, carrying on internal dialogue. Since it is talking to self, it is called personal communication. The medium of the kind of communication is the neurological/chemical apparatus through which thoughts are processed in the brain. The features of person communicator can be seen in the monologue and asides in drama.

b. Interpersonal Communication/Group Communication

This is second types of communication. In this type of communication, two or more than two interlocutors interact together on various topics. For example, someone may talk to his/her friend about their exam result. Thus, this communication, as a result, develops social relationship among the people. Of course, interpersonal communication occurs between a person and someone else or some other in a relatively small collection of people. The medium hereby is the airwaves and the text is what is said and how it is said. This communication is accompanied by the body language such as gestures.

c. Public Communication

This type of communication is characterized by its own nature in which a person delivers speech or he/she addresses a group of people who become his/her audience. Here, personal communication includes one to one communication, group communication involves one to few and public communication involves one to many persons. In this case, message is the focus which travels between senders and receivers.

d. Mass Communication

The mass communication is the unique and the most influential type of communication in the present day world. Mass communication comprises of people fields of influence, message channel noise, feedback effect, and context. It is exclusively difference from other types of communication includes the use of print and electronic media such as newspaper, magazines, films, radios, and televisions to communicate to the large number of people who are located at various places. There are a number of different elements that make mass communication. Media images, spoken language, print language, sound effects, music, lighting, and variety of other techniques are used to communicate message and achieve the particular effect in mass communication.

2.1.3 The Components of Speaking Skill

Communicative has to do with the speaking skill because it is one of the most important part of the speaking skill. The components of speaking skill are as follows:

Pronunciation: Pronunciation is the way for the students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement, it can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking. (Kline, 2001, p.1). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the especially English way of making a speaker's thoughts easy to follow. (Gilbert, 2008, p.1).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Grammar: Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. (Purpura, 2004, p. 6). Moreover, the other definition of grammar slated of Green and Nelson (2002, p. 1) argue that grammar refers to the set of rules that allows us to combine words in our language into larger units.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. (Harmer, 2001, p. 12). Thus, from the sentence above, it can be concluded that the function of grammar is to arrange the correct meaning of sentences based

on the context; in addition, it is used to avoid misunderstanding in each communicator.

Moreover, Nelson (2001, p. 1) states that grammar is the study of how words combine to form sentences. Thus, from the above statements, it can be concluded grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words. (Batko, 2004, p. 24).

Vocabulary: Vocabulary is essential for the successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative, which is the power of words. Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar. (Turk, 2003, p. 87). It means that in spoken or speaking, the vocabulary used must be familiar and it is used in everyday conversation in order to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Written vocabulary consists of those words for which the meaning is known when we write or read silently. These are important distinctions because the set of words that beginning readers know are mainly oral representation. As they learn to read, written vocabulary comes to play an

increasingly larger role in literacy than does the oral vocabulary. (Hiebert and Kamil, 2005, p. 3)

Moreover, vocabulary is a set of lexemes including single words, compound words and idioms. (Richards and Schmidt, 2005, p. 580).

Fluency: Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation. (Pollard, 2008, p. 16).

Comprehension: Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentence. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and non-verbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. (Cohen, 2007, p. 51).

Therefore, in speaking, it can be concluded that comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

Gesture: Speakers in all cultures gesture when they talk, and the topics that elicit gesture can be as simple as a child's board game or as complex as kinship relations. (Enfield, 2005, p. 4). Even visually impaired people, who have never seen anyone gesture, move their hands when they talk. The gestures that speakers produce when they talk do not go unnoticed by their listeners. Broaders and Goldin-Meadow (2010, p. 10) state "gesture is part of conversations". Gesture plays a role in communication at a variety of

timespans- in speaking at the moment, in learning language over developmental time, and in creating language over shorter and longer periods of time.

From the above statements, it can be concluded that gesture is an integral part of communication that makes the communication more comprehensible and interesting.

2.1.4 The Place of Communicative Skills among the Four Language Skills

The aims of language teaching courses commonly defined in relation to the four language skills: listening, reading, speaking and writing. Depending on the language users' activity, Widdowson (1978, p. 57) groups them into receptive and productive ones. Reading and listening belong to receptive skills, whereas speaking and writing are classified as productive skills. Effective foreign language learning necessitates assimilation of all the four skills, hence second language acquisition (SLA) seems to be both quite a complicated and time-consuming process.

Speaking and writing are called productive skills because they involve language production. While uttering sounds gives a chance to communicate orally, writing skills enable people to communicate in a written form.

Nevertheless, Penny Ur in her book titled '*A course in language teaching*' indicates:

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing; and many if not most foreign languages learners are primarily interested in learning to speak (Ur, 1996, p. 120).

The author of these words emphasizes the importance of communicative skills and also the fact that it involves quite a vast knowledge of different language aspects, ergo, communicative skills may be perceived as a complicated process.

Furthermore, communicative skills seem to be one of the most difficult skills students may possess since it requires first and foremost a great deal of practice and also exposure. Nowadays, many people identify fluency in speaking with the most desirable ability in their target language, for being able to talk smoothly with a native speaker very often proves the actual linguistic level. Accordingly, for most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. Teaching the other productive skills namely writing, tended to be called the process approach because focus is on what writers do and not on what is being produced. Those teachers who advocate the process approach pay attention to various stages that any piece of writing goes through.

Harmer (2001, p. 257), states “the ability to write well is not a naturally acquired skill and hence must be exercised; additionally, writing involves composing letters, essays, etc. in relevance to the sets of given rules.” In sharp contrast to productive skills, listening and reading are the ways in which people extract meaning from what they hear or see. Learners do not need to produce language of their own; rather, they receive and understand it. Indeed, Widdowson (1978, p. 57) also names receptive skills as passive skills, communicative skills are called active skills. People process various messages from the media, such as radio, television and then activate listening comprehension in various communicative situations.

According to Dakowska (2005, p. 212), “listening is involved in all areas of our life, both public and personal”. Taking part in a conversation requires not only the ability to talk in the target language but also cautious listening to a partner. Similarly, reading results in misunderstanding when an interactive process goes between a reader and a text. Interestingly, these four skills cannot be divided in terms of producing and receiving information, but, as shown in the paragraph above, the skills may also be classified according to the medium of

communication. From the above discussion, we can say that communicative skills have the most crucial place among the language skills.

2.1.5 Classification of Communication Strategies

Varieties of communication strategies have been identified when the speakers of a language particularly learners or non-native speakers have the problem in expressing the intended meaning in second language communication. They tend to employ a variety of communication strategies involving both verbal and non-verbal tools such as paraphrase and mime. Ellis (2003, p. 114) identifies two different types of communication strategies which include:

a. Reduction strategies: Where learner gives up a topic or abandons message.

b. Achievement strategies: where the learner decides to achieve original communicative goal and attempts to use different means to achieve it. Various verbal and non-verbal attempts for achieving the communicative goals are known as achievement strategies which are of different types such as:

- i) Approximation, for example, 'worm' is used for 'silkworm'.
- ii) Paraphrase, for example, it sucks air is used for 'vacuum cleaner'.
- iii) Word coinage, for example, 'airplane' is used for 'aeroplane'.
- iv) Literal translation, for example, for example, 'eat cigarette' is used for 'smoke'.
- v) Mime, for example, showing through non-verbal signs, symbols, and acts.

Brown (1994, p. 119) presents the five major types of communication strategies; they are:

- a. Paraphrase
- b. Borrowing
- c. Appeal for assistance

- d. Mime
- e. Avoidance

2.1.6 Communication Breakdown and Use of Strategies

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

In order to distinguish CSs from other types of strategies, one must conceptualize CSs, provide a proper definition of CSs and identify various types of CSs. Also, almost all the earlier researches focused on native speakers' communication strategies used by defining CSs as a device used in real communication situation, except that Faerch and Kasper (1983) included non-native speakers' use of CSs as a device to solve communication problems and to achieve a communicative goal. The interactional approach proposed by Tarone (1981) and the broadened approach by Dorneyei and Scott (1997) introduced the notion of inter-activeness based on the basic premise that communication is mutually affected by the speaker and listener. Similarly, Dorneyei and Scott's (1997) broadened approach incorporated the interactive aspect of CSs by including "interactional strategies" as one type of CS.

Similarly in the field of SLA, Krashen's (1985) input hypothesis, Long's (1981,1996) interaction hypothesis and Swin's (1985 as cited in Krashen 1985) output hypothesis had a great impact on negotiation strategies research by emphasizing on non-native speakers, whose linguistic knowledge is limited and who are more likely to face a communication breakdown. These three types of hypotheses emphasized the crucial role of input and output as well as more importantly the effect of negotiation of meaning. Second language acquisition was investigated within negotiated interaction; that is, negotiation research has been conducted to see how learners can benefit from negotiation strategies such as confirmation checks, clarification requests and comprehensive checks. Negotiation research found that a listener's moves can contribute to reinforce the level of mutual understanding in negotiated interaction.

The CSs frameworks proposed by Tarone (1980) and Dornyei and Scott (1997) seem to be influenced by certain aspect of negotiation research. From those frameworks, the interactional aspect has been focused to the recent CSs studies and mutual comprehensibility is used as an indicator of effectiveness of CS use by the learners.

2.1.7 Good Language Learners' Strategies

Various researchers have undertaken their studies on language learner and their strategies of learning. They want to know what makes a good language learner. The good language learner thinks about how he/she is learning. He/she tries to find out what works him/her and what does not. The autonomous and self-directed learners intend to employ most effective learning strategies for processing and acquiring the target language features in their strategies for processing and acquiring the target language features in their specific context of learning. The good learners are now defined in the recent literature as the self-directed, active, responsible or autonomous learners. Hedge (2008, p. 77) outlines the following specific strategies which are employed by the good second language learners:

- Know their needs and work productively with the teacher towards the achievement of their objectives,
- Learn both inside and outside the classroom,
- Can take classroom based on materials and can build on it,
- Know how to use resources independently,
- Learn with active thinking,
- Adjust their learning strategies when necessary to improve learning,
- Do not think the teacher is a God who can give them ability to master the language.

Therefore, good language learners use various strategies and these strategies are helpful for communication and also helpful to become communicatively competent. Learning strategies have crucial role in learning. Learners learn through memorizing, reasoning, acting, demonstrating, and getting reward. These learning strategies directly or indirectly help in communicative skills and improving communicative skills.

2.1.8 Criteria for Communication strategies

Communication strategies can be seen as the attempts to bridge the gaps between the linguistic knowledge of the second language learner and the linguistic knowledge of the target language interlocutor in real communication situations. The terminologies about the phenomenon which occurs in communication differ according to the nature of researchers. That is to say, different researchers may differ in what they think is important about the phenomenon which they all observed; one may give focus on linguistic form and another one language function. Again, even if two researchers may agree on the same conceptual framework they are using, they may use different terms to the same concept. For example, one may use ‘communication strategies’ while another ‘communication tactics’ for the same concept. CSs tend to occur as communicative phenomenon in interactions of inter-language speaker with

others. According to Selinker (1972 as cited in Tarone, 1980, p.418) says in case of communication strategies “this phenomenon consists of the fact that second language learners are able to use their restricted interlanguage in such a way as to transcend its limitation”. Most of the research which has been carried out on the nature of communication strategies has given more emphasis on the various kinds of CSs applied to communicate an intended meaning in situations where the speaker has believed that the required meaning structure was not shared.

From the above discussion, we can share is that all the strategies which the interlocutors tend to use at the time of communication are not communication strategies. Out of them, some become learning strategies, some production strategies and other communication strategies. Tarone (1980, p.419) proposed a conceptual framework for use the use in defining communication strategies in a more clear way. The criteria to characterize a communication strategy are as follows:

- a. A speaker desires to communicate a meaning x to a listener.
- b. The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning x is unavailable or is not shared with the listener.
- c. The speaker chooses to:
 - I. avoid- not attempt to communicate meaning x or
 - II. attempt alternate means to communicate meaning x. The speaker stops trying alternatives when it seems clear to the speakers that there is shared meaning.

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

To sum up, any strategy to be a communication strategy, it must meet all these basic criteria that are mentioned above. Therefore, three criteria are regarded as

the determinants of whether the strategies used in communication are communication strategies or some other things else.

2.1.9 Strategies used for Improving Communicative Skills

While learning English language the teacher should follow different procedures, strategies, and approaches for improving communicative skills. The students must apply different types of strategies otherwise learning never becomes effective and creative. It means the strategies used to improve communication show the students competence in language. Mainly, the learner should involve in the exercise, communication process, information sharing, and negotiation of meaning and interaction inside and outside of the classroom. Some strategies are presented below which are related to classroom strategies of students:

Pair work: Pair work is one of the most important learner centered techniques which is used to boost the communication skill. Pair work makes students engage in interaction to each other. During pair work, a lot of opportunity is given for the interaction to the learner in particular topic.

Group work: The role of the group work is important because it helps learners' self-confidence and develop the speaking habits. In group work, there may be single task or a different part of large task. Ur (1996, p. 228) says, "Students work in small group or task that entail interaction". In group works, the size may be three to six students in each group which is considered better. It can be used in learning all language skills as listening skill, speaking skills, reading skills, and writing skills.

Role play: Role play is an activity to enhance the communicative skills. This makes the students use language and thereby develop spoken skills. It offers pleasure to the student well performing role in the classroom. In this activity, participants are given a situation or problem or task along with individual role which may be written in such as card. Then, communicating instruction is

given to the learners. The learners play the role of shopkeeper, police, and criminals.

Asking questions: Asking questions is one of the strategies to enhance the communicative skills. In this activity, the teachers ask questions to the learners under the related topics or the friends ask questions to their friends. While answering to the questions, they need to speak out that makes them boost up other communicative skills.

Problem-solving activities: In communicative classroom, there are different levels of students. They come from different background culture and level of proficiency. Teacher gives the problems to solve speaking, writing, listening, and reading skills. Problem-solving activities focus on practising in the classroom. Teacher provides situation to the students in group and the learners try to solve any given problem in the classroom. Especially, learners are engaged in solving the problems given by the teacher.

Picture narrating: Picture narrating activity is based on several sequential pictures. The learners are asked to tell the story taking place in sequential order of pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can be vocabulary or the sentence structure they need to use while narrating.

Students' presentations: Students' presentation is yet another essential activity that can enhance the communicative skills to the students. In this activity, the students need to read and prepare for the presentation in the classroom. Harmer (2007, p. 130) says, "Individual students give a talk on a given topic or person in order for this work for the individual, time must be given for the students to gather information and structure in accordingly". These kinds of activities, therefore, engage the students in preparing and giving presentation that motivates and encourage them to develop their communicative skills.

2.2 Review of Empirical Literature

Rai (2006) carried out a research on “Learning Strategies Used by Maithili Learners of English at Secondary Level”. This study was centered on how Maithili learners of English learn English as their third language. It was a survey research design. He used questionnaire as tool for data collection. He selected thirty students from five different schools randomly. He found that the learners used very few strategies to learn English language. He concluded that the teachers and students do not use communicative approach in classroom. They practise English language using traditional method, grammar translation method (GTM).

Chaudhary (2009) carried out a research on “Learning Strategies Used by the Class Toppers”. She aimed to find out the strategies used by the class toppers of higher education to learn the English language. It was a survey research design. She used a set of questionnaire as tool for data collection. She selected thirty students randomly from seven different colleges. She found out that meta-cognitive strategies were used by class toppers of higher education to great extent. She concluded that the class topper students have strong desire to communicate and are willing to guess meaning when they are not sure.

Poudel (2009) carried out a research on “Learning Strategies Adopted by Tenth Students”. This study aimed to find out the learning strategies adopted by the tenth grade students and to prepare for their examination. He used survey research design to complete this study. He selected forty students randomly from six different schools. He used a set of checklist and questionnaire as tool for data collection. He found out that students come to school with preparation, the teachers mainly recommended textbooks and practice books while teaching English and students read English text, mainly for preparation of exam.

Joshi (2012) conducted a research on “Strategies Adopted by the Students of Grade Eleven to Develop Reading Skill”. The objectives of the study were to find out the strategies adopted by the students of grade eleven to develop reading skill and to compare strategies adopted by the students of private

colleges of Kathmandu district in terms of their school background. Survey research design was used in this study. A set of questionnaire was used as the research tool for data collection. He selected forty students of class eleven randomly from five different colleges of Kathmandu. The findings of the study were 85 percent students set the purpose of reading whereas 15 percent did not use it and 87.5 percent of the students from PSB set the purpose and only 12.5 percent of the students did not set the purpose.

Joshi (2012) carried out a research on “Learning Strategies Adopted by the Introvert Learners in the English Classroom”. The objectives were to find out the learning strategies adopted by the introvert learners in English classroom and to find out their educational status in the classroom and out of the classroom. He selected thirty students randomly from seven different schools. The survey research design was used to complete the study. He used questionnaire as the tool for data collection. The findings of the study were introvert learners used meta-cognitive, cognitive and memory strategies for learning and learners preferred to do writing, listening and reading practice rather than speaking practice inside the classroom.

Bist (2013) carried out a research on “Strategies Used for Comprehending Short Story by Students of Grade Eleven”. The objectives of the study were to identify the strategies used for comprehending short story by students of grade eleven of Karnali district and to suggest some pedagogical implications for the improvement of teaching learning process while using stories as language learning materials. He used survey research design to complete the study. He randomly selected forty students from five different colleges. He used questionnaire as the tool for data collection. The main finding of the study was the students ask their teacher when they do not comprehend the short story to a great extent.

Dhami (2014) conducted a research on “Strategies Used for Developing Speaking Skill: A Case Study of M.Ed. Students”. The objectives of this research were to find out strategies employed for developing speaking skills by

M.Ed. second year students of English and to identify the problems that they faced while developing speaking skills. It was a survey research design. He carried out the research on fifteen students from three campuses of M.Ed. second year students. Questionnaire was the tool for data collection. He found that listening BBC, reading English newspaper, watching English movies were the strategies adopted by M.Ed. students for developing speaking skill. Mother tongue, lack of exposure, feeling fear and embarrassment were the problems that students faced while developing speaking skill.

Shrestha (2014) studied on “Communicative Strategies Used by the Teachers to Teach English in Secondary Level.” The main objective of the study was to identify the teachers’ communicative strategies used in teaching English. She used survey research design to complete the study. She selected 30 teachers of Syangja district purposively. Questionnaire and observation checklist were used as the tools to collect data. From the study, she found that asking questions, eliciting information, assigning tasks in group and pair, and asking for role play were the major communicative strategies used by the teachers.

Dhami (2014) conducted a research on “Communication Strategies Adopted by Students”. The main objective of the study was to investigate the use of communication strategies adopted by the students. It was a case study of +2 Science students of Laboratory Higher Secondary School. Thirty students were selected randomly for the study. He used checklist and diary as the research tools. He found that guessing, simplification, paraphrase, synonyms, antonyms, definition, and translation were the strategies adopted by students for communication.

Subedi (2015) carried out a research on “Strategies Used by Students for Promoting Communicative Competence”. The objectives of the study were to find out the communicative strategies employed by the class XII learners for promoting communicative competence. Survey research design was used to complete this study. Thirty students were randomly selected for the study. He used a set of questionnaire as a tool for data collection. The findings of the

study were most of the learners preferred literal translation strategies while communicating with teachers and friends and they preferred communicative strategies like playing role, describing things, and taking part in a dialogue.

2.3 Implications of the Review for the Study

The reviewed study is to some extent similar to the proposed study. In literature review, our central focus is to examine and evaluate what has been done before on a topic and establish the relevance of thesis information to our own research. This review of the study obtained information from variety of the sources including books, journals, and articles. These entire sources help me bring the clarity and focus on the research problem, improve methodology, and contextualize the findings. The review is equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research.

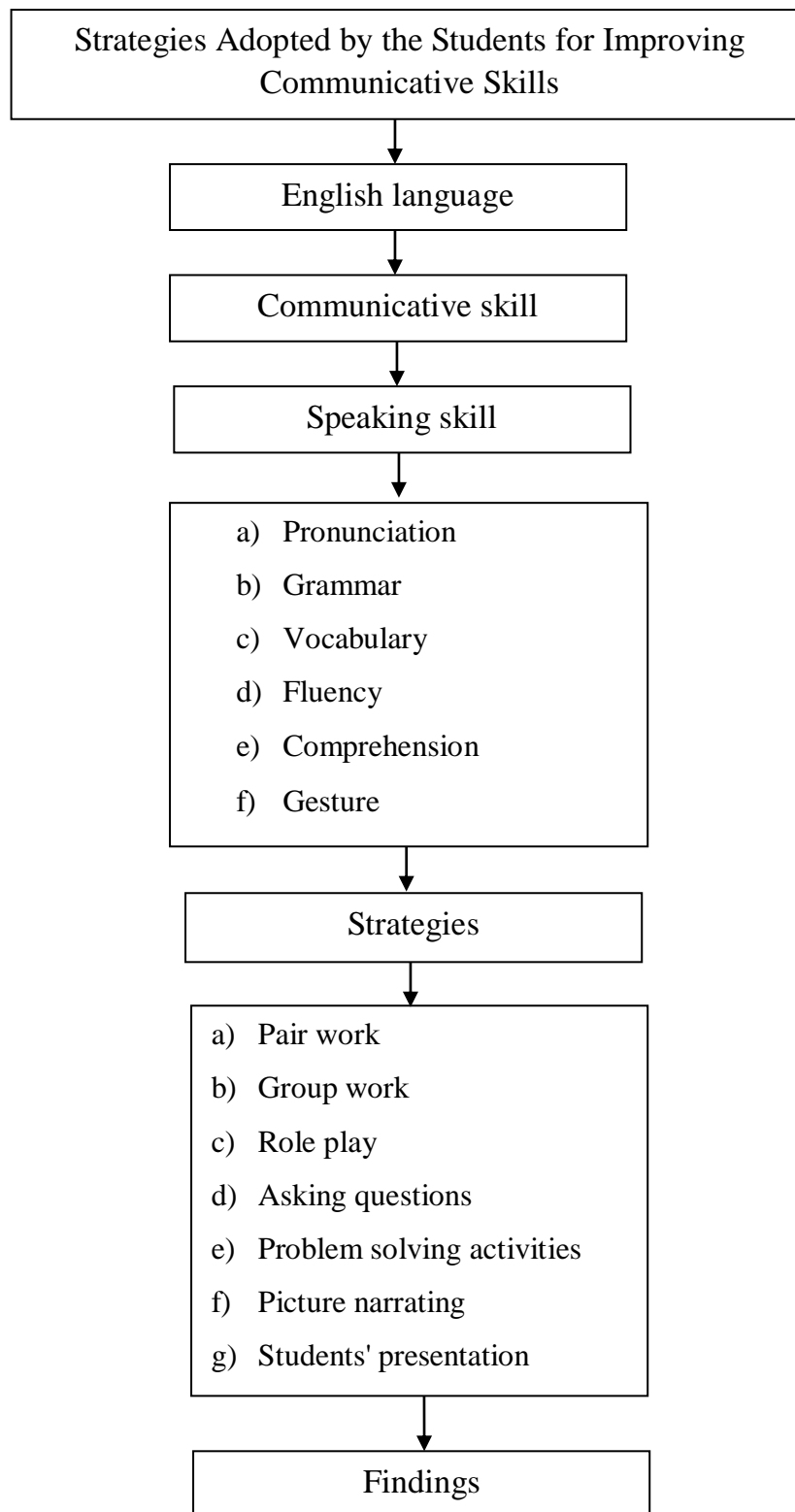
In fact, the aforementioned studies have their own value and importance in their respective fields. I got theoretical knowledge and methodological skills from those of the theoretical reviews. Those theoretical reviews provided me the theoretical background to the study and broadened the knowledge in the research area. It helped me develop a systematic methodology to solve the research problems and to integrate the findings with the existing body of the knowledge. Review of the empirical literature helped to conceptualize, develop the conceptual framework, and to bring clarity and focus to the research questions. It assisted to improve the methodology and to contextualize the findings. Review of different strategies helped me acquaint with different dimensions of strategies which are the crucial elements of my study and with the importance of strategies used by the students for improving communicative skills and enhance the proficiency in English.

Similarly, review of the empirical literature provided me the guidelines for developing the data collection tools like questionnaire and procedures, and to conceptualize the systematic research process. It also helped me be aware of possible shortcomings of the study which worked as the guidelines to develop

the data collection tools, select the sampling population, and sample. It helped me identify the types of strategies employed by the students such as cognitive, meta-cognitive, social strategies, and communication strategies.

2.4 Conceptual Framework

Conceptual framework is the plan or frame for the whole research process on which the study is established. It provides the general picture of the study from where the readers conceptualize the whole idea at the first glimpse. The whole study process is given within this framework. It shows that the use of various strategies while learning English helps the students improve their communicative skills. The overall conceptual outline regarding this study can be seen in the following diagrammatic presentation apparently.



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The heading deals with the methodological aspects of data collection during the field study. I adopted the following methodology in my study.

3.1 Design and Method of the Study

Design of the study is a plan, structure, and strategy of investigation so as to obtain answer to research questions or problems. The plan is the complete scheme or programme of the study. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data. As survey usually addresses the large group of population, sampling is a must to carry out the investigation. It is one of the cross-sectional studies which addresses a large group of population in reference to the educational information. In survey research, the structured tools are used to collect quantifiable data from the selection of representative sample and data is collected only at a single time.

A traditional research design is a blueprint or detailed plan for how a research study is to be completed operationalizing variables. So, they can be measured, selecting a sample of interest to study, collecting data to be used as a basis for testing hypothesis, and analyzing the results. (Thyer, 1993, as cited in Kumar, 2009, p. 84).

According to Selltiz et al. (2007, p. 114), “A research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure”.

The above definitions suggest that a research design has two main important functions. The first relates to identification and development of procedures and logical arrangements required to undertake a study and the second emphasizes the importance of quality of the procedures to ensure their validity, objectivity, and accuracy.

The study design is a part of research design. It is the design of study phase, whereas the research design also includes other details related to carrying out the study. So, a research design is a procedural plan that is adopted by the researcher to answer questions' validity, objectivity, and accuracy. Though this thesis is carried out on the basis of survey research, I want to explore the strategies adopted by the students for improving communicative skills. In this study, I used questionnaire as a main tool for data collection. Survey research design was used to complete this study. To identify the strategies adopted by the students for improving communicative skills, I visited the determined area to find out the data. Specifically, it was carried out in large number of population in order to find out the students' opinions on certain event, issues or situation.

3.2 Population, Sample and Sampling Strategy

The population and the sample of this study was the thirty bachelor level students. The number of the colleges located in Kathmandu valley was randomly selected for this study. The sample population of the study was selected randomly. Random sampling procedure was adopted to reach the informants and collect the required information.

3.3 Sources of Data

I used both primary data and secondary data for my study.

3.4 Data Collection Tools and Techniques

I used the questionnaire as a main tool for data collection for this study. Both open-ended and close-ended questions were asked to the informants. In case of the unfamiliar questions included in the questionnaire, I clarified them first then I administered the questionnaire to collect the data.

3.5 Data Collection Procedures

First of all, I selected the colleges in Kathmandu valley randomly. Then, I visited the selected colleges and described the purpose and process of my study. I got the permission with principals or the respected teachers and students to carry out the research. I selected thirty students of bachelor level of selected colleges. Then, I distributed the questionnaire for twenty minutes to the concerned informants and request them to complete. Finally, I collected the questionnaire and thanked the informants for their help and co-operation.

3.6 Data Analysis and Interpretation Procedures

Systematically collected data from the open and close-ended questionnaire was analyzed, interpreted, and presented descriptively using simple statistic tools. Qualitative data was analyzed in a narrative way with the help of description.

3.7 Ethical Considerations

To complete research with appropriate research guidelines, research ethics is very important. Considering the ethical aspect of research, enough time was given to the respondents of the study so that they could depict their true view on research questions. Primary data was used in this study. Consent from the respondents was taken and appropriate permission was also ensured for usage of their given data. Confidentiality of the responses was maintained strictly to ensure privacy of the data. The disclosure of the respondent identity was based on their permission if they were not willing to disclose identity, their identities was not exhibited. Beyond that fact, usage of any secondary data from any source was acknowledged with appropriate reference. Hence, the ethical aspect of research was followed very strictly in this research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF STUDY

This chapter is mainly concerned with the analysis and interpretation of the data derived from the collected data. After collecting the data from thirty selected students of bachelor level, I analyzed and interpreted the data descriptively. The data collected from the informants were based on the set of questionnaire prepared for the students. Both open and close-ended questionnaire were provided to the students in order to identify their strategies for improving communicative skills.

4.1 Analysis and Interpretation of the Results

A questionnaire was provided to the respondents that contained both open and close-ended questionnaire respectively. Close-ended questionnaire included multiple choice items in which the respondents responded being based on the choice that they were provided with. For open-ended questions, they were free to write their opinions in their own words. The percentage was the main device for data analysis. I analyzed the data on the basis of the total number of responses for each questions in tabulation. Then, the total numbers of response were changed into degree of frequency. The calculation was done according to the responses of the students in questionnaire.

I arranged the questionnaire thematically into two groups to meet the objectives of the study. The collected data were analyzed, interpreted and discussed under two main headings:

- i) Strategies adopted by the students for improving communicative skills,
- ii) Problems while adopting strategies for improving communicative skills.

The participants were asked 19 close-ended and 6 open-ended questionnaire requiring the answers in their own words and opinions. The analysis and interpretation of data have been done both statistically and descriptively.

4.1.1 Results

This study entitled “Strategies Adopted by the Students for Improving Communicative Skills” aimed to identify the strategies adopted by the students for improving communicative skills and to identify the problems while adopting strategies for improving communicative skills. I used simple random sampling procedure to select thirty bachelor level students from different five both private and public colleges in Kathmandu valley through questionnaire. The major findings of the research showed that watching English movies with subtitles is the best strategy for improving communicative skills. A majority of the students (66.67%) considered that watching English movies with subtitles had positive effect for improving communicative skills. Most of the students (85%) opined that mother-tongues interference was the main problem while adopting strategies for improving communicative skills. Similarly, a large number of the students (95%) opined that lack of material was a problem for the learners to enhance their communicative skills.

4.1.2 Discussions

Discussions are included in the following subheadings:

4.1.2.1 Strategies Adopted by the Students for Improving Communicative Skills.

The first objective of the study was to identify the strategies adopted by the students for improving communicative skills with the help of 19 close-ended and 3 open-ended questionnaire. I attempted to explore the strategies of the students in order to enhance communicative skills from the participants which have been presented and analyzed in the next page.

Table 1**Communicative skills through movies with subtitle**

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I watch English movies to enhance communicative skills.	8	26.67	20	66.20	2	6.67	0	0

Table 1 shows that, out of 30 students (8) 26.67% of the students always watched English movies to enhance their communicative skills. Similarly, (20) 66.20% of the students sometimes and only (2) 6.67% of them rarely watched the English movies to enhance their communicative skills. It can be concluded that watching English movies is one of the strategies to enhance communicative skills.

Table 2**Use of English dictionaries**

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I use English dictionaries when I find some words difficult to understand	16	53.33	11	36.67	2	6.67	1	3.33

The table 2 shows that out of 30 bachelor level students, most of them (16) 53.33% always used it. (11) 36.67% of them sometimes used it, (2) 6.67% of them rarely used it. On the other hand, (1) 3.33% of them never used English dictionaries to enhance their communicative skills. It can be concluded that using English dictionaries is a strategy of improving communicative skills.

Table 3

Communication with friends

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I speak with friends in English	2	6.67	24	80	4	13.33	0	0

The table 3 shows that among 30 respondents, the majority of the students (24) 80% sometimes spoke with friends in English. (2) 6.67% of the students always spoke English with their friends. Likewise, (4) 13.33% of the respondents rarely spoke with their friends in English to enhance their communicative skills. The data shows that most of the students sometimes speak English with their friends in order to boost up their communicative skills.

Table 4

Developing communicative skill through literal translation

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I use literal translation strategies	5	16.67	14	46.67	9	30	2	6.67

while communicating with teachers and friends								
---	--	--	--	--	--	--	--	--

Table 4 indicates that out of 30 respondents (5) 16.67% of them always used this strategy, (14) 46.67% of the students sometimes used it. (9) 30% of them rarely used this strategies while communicating with teachers and friends. Only (2) 6.67% respondents never used this strategy to promote communicative skills. It reveals that most of the people sometimes use this strategy.

Table 5

Communicative skill through email, phone or in person

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I prefer to communicate via email, phone or in person	16	53.33	13	43.33	1	3.33	0	0

The figures presented in the table 5 show that more than half of the respondents (16) 53.33% always preferred communicating via email, phone or in person. Similarly, (13) 43.33% of the respondents sometimes preferred it and only (1) 3.33% of the students rarely preferred communicating via email, phone or in person. From the presented data, we can say that majority of the students always preferred communicating via email, phone or person to boost up their communicative skills.

Table 6

Developing communicative skill through debate

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I take part in debate competition organized by the college	7	23.33	12	40	8	26.67	3	10

The 6 shows that out of 30 students, (7) 23.33% of the students always took part in debate competition to enhance their communicative skills. (12) 40% of the respondents sometimes took part in debate competition organized by the college. Similarly, (8) 26.67% of the students rarely took part in the debate competition and only (3) 10% of the students never took part in the debate competition to boost up their communicative skills. So, presented data shows that taking part in debate competition can improve communicative skills.

Table 7

Use of cognitive strategy to learn English

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I use cognitive strategy to learn English	8	26.67	16	53.33	6	20	0	0

Table 7 indicates that (8) 26.67% of the students always used cognitive strategy to boost up their communicative skills, (16) 53.33% of them sometimes used it and only (6) 20% of the respondents rarely used it. So, we can say that students sometimes used this strategy to enhance their communicative skills.

Table 8

Listening skill through listening English program

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I listen to the English program to enhance listening skills	9	30	17	56.67	2	6.67	2	6.67

Table 8 shows that out of 30 respondents (9) 30% of the students always listened to the English program to enhance their listening skills. (17) 56.67% of the students sometimes listened to it. Similarly, (2) 6.67% of the respondents rarely listened to it and (2) 6.67% of the respondents never listened to it. So, from the above data, we can say that listening to the English program is one of strategies to enhance the listening skills.

Table 9

Communication skill through social sites

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I use social sites to boost up communication skills	14	46.67	13	42.33	2	6.67	1	3.33

The above table shows that out of 30 respondents, (14) 46.67% of the respondents always used social sites to boost up communication skills. (13) 42.33% of the students sometimes used it. (2) 6.67% of the respondents rarely

used it and only (1) 3.33% of the respondents never used it. It can be concluded that almost half percent of the students use social sites to boost up communication skills.

Table 10
Reading books loudly

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I read books loudly	15	50	3	10	5	16.67	7	23.67

The table 10 reveals that out of 30 respondents, (15) 50% of the respondents always read books loudly to improve their communication skills. (3) 10% of the students sometimes read books loudly. Similarly, (5) 16.67% of the respondents rarely read books loudly and (7) 23.67% of the respondents never read books loudly. From the data, we can say that fifty percent students read books loudly in order to improve communicative skills.

Table 11
Speaking English with family

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I speak English along with family	1	3.33	12	40	9	30	8	26.67

The table 11 shows that out of 30 respondents, (1) 3.33% of the respondents always spoke English along with family. (12) 40% of the respondents sometimes spoke English with their family. Similarly, (9) 30% of the respondents rarely and only (8) 26.67% of the respondents never spoke English

with their family to improve their communicative skills. From the data above, we can say that most of the students sometimes speak English with their family to improve communicative skills.

Table 12

Listening to English native speakers' materials

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I listen to the recorded materials of the native speakers of English	3	10	15	50	6	20	6	20

The above table shows that out of 30 respondents, (3) 10% of the respondents always listened to the recorded materials of the native speakers of English in order to improve communicative skills. (15) 50% of the students sometimes listened to it. Similarly, (6) 20% of the respondents rarely listened to it and (6) 20% of them never listened to it. So, we can say that half percent of the students listened to the recorded materials of the native speakers of English.

Table 13

Developing communicative skill through feedback

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I take feedback from teachers	13	43.33	16	53.33	1	3.33	0	0

The above table 13 shows that out of 30 respondents, (13) 43.33% of them always took feedback from teachers to improve their communicative skills. (16) 53.33% of the students sometimes took feedback from teachers. Only (1) 3.33% of the respondents rarely took feedback from the teachers. So, we can say that more than half percent of the students sometimes adopt this strategy.

Table 14

Writing the unfamiliar words

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I note down the words that are not familiar to me	15	50	11	36.67	2	6.67	2	6.67

The table 14 reveals that out of 30 respondents, (15) 50% of the respondents always noted down the words that were not familiar to them. (11) 36.67% of them sometimes noted down. (2) 6.67% of them rarely noted down and (2) 6.67% of them never noted down. From the data, we can say that 50% of the students adopt this strategy to improve their communicative skills.

Table 15

Use of gesture while communicating

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I use a good gesture while speaking with other people	7	23.33	15	50	8	26.67	0	0

The above table shows that out of 30 respondents, (7) 23.33% of them always used a good gesture while speaking with other people. (15) 50% of them sometimes used it. (8) 26.67% of the respondents rarely used it to improve communicative skills. It can be concluded that most of the students sometimes adopt this strategy to improve their communicative skills.

Table 16

Filter of English through mother-tongue

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I filter English language through mother-tongue	8	26.67	13	43.33	8	26.67	1	3.33

The table 16 shows that out of 30 respondents, (8) 26.67% of them always filtered English language through mother-tongue. (13) 43.33% of them sometimes filtered English language through mother-tongue. (8) 26.67% of the respondents rarely filtered English language through mother-tongue and only (1) 3.33% of the respondents never filtered it to improve communicative skills. So, we can say that 43.33% of the students adopt this strategy to improve communicative skills.

Table 17**Involvement in group discussion**

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I get involved myself in group discussion	10	33.33	19	63.33	1	3.33	0	0

The table 17 shows that out of 30 respondents, (10) 33.33% of them always got involved themselves in group discussion to improve communicative skills. (19) 63.33% of the respondents sometimes and only (1) 3.33% of the respondents rarely got involved themselves in group discussion to improve communicative skills. It can be concluded that more than 60% of the students adopt this strategy for improving communicative skills.

Table 18**Setting goals for communicative skill**

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I set goals to learn more things about communicative skills	12	40	16	53.33	1	3.33	1	3.33

The above table shows that out of 30 respondents, (12) 40% of them always set the goals to learn more things about communicative skills. (16) 53.33% of the respondents sometimes set the goals to learn more about communicative skills. (1) 3.33% of the respondents rarely set the goals and (1) 3.33% of the respondents never set the goals. So, we can say that more than 50% of the students adopt this strategy.

Table 19**Comparison of two cultures**

Statements	Responses							
	Always		Sometimes		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
I compare my culture to English culture	8	26.67	5	16.67	9	30	8	26.67

The above table reveals that among 30 respondents, (8) 26.67% of them always compared their culture to English culture. (5) 16.67% of the respondents sometimes compared the cultures. (9) 30% of the respondents rarely compared their culture to English culture. (8) 26.67% of the respondents never compared their culture to English culture. So. It can be said that 26.67% of the students adopt this strategy to improve their communicative skills.

4.1.2.2 Problems while Adopting Strategies for Improving Communicative Skills

The first open-ended question related to the problems while adopting strategies for improving communicative skills was, ‘What strategies do you employ to improve your communicative skills?’ In the response to this question, respondents expressed their experiences. The most common answers to this questions by the respondents were they watch English movies with subtitles, talk with friends and teachers in English, consult with English dictionaries, and take feedback from the teachers. These were the answers that most of the respondents gave. They could adopt these strategies for improving their communicative skills because these strategies are related to the communicative skills directly or indirectly.

The second open-ended question that I had put for the respondents to respond was, ‘What problems do you face while employing strategies for improving

communicative skills?’ The most common answers to this question were lack of learning materials, lack of time, mother-tongue interference, lack of exposure, and lack of vocabularies. Most of the respondents wrote that lack of learning materials was one of the problems that they face while employing strategies for improving communicative skills.

Another open-ended question that respondents had to respond was, ‘What do you do to enhance your communicative skills?’ The most common answers to this questions given by the respondents were to speak in English most of the time, go through English dictionaries, deliver speech in the programs, and use of social sites. Another open-ended question for the respondents was, ‘Which strategy do you find the easiest and best for enhancing communicative skills?’ The most common answers given by the respondents were to watch English movies with subtitles. I think watching movies is a way of getting pleasure. When we learn something through pleasure, we can learn fast and effectively As well. So, most of the respondents thought that watching movies with subtitles was the easiest and best strategy for enhancing communicative skills.

The next open-ended question for the respondents was, ‘how do you maintain the problems of communicative skills?’ most of the respondents responded that they maintained the problems of communicative skills by using English dictionaries, collecting the materials for the improvement of communicative skills, and interacting with friends in English.

The last open-ended question for the respondents was, ‘Do you have sufficient materials to enhance your communicative skills?’ In the response to this question, most of the respondents respond by writing ‘no, they do not have’. (28) 98.33% of the respondents said that they did not have sufficient materials to enhance communicative skills. Only (2) 6.67% of the respondents said that they had sufficient materials to enhance communicative skills. From the data, we can say that most of the students do not have sufficient materials in order to boost up communicative skills.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary of the major finding and its conclusion. Similarly, it also deals with some implementation made on the basis of the major findings.

5.1 Findings

On the basis of the analysis and interpretation of the data, the major findings of the study were summarized as follows:

A. the findings related to the first objective of the study are as follows:

- The majority of the students (66.67%) sometimes watched English movies for improving communicative skills.
- Most of the students (53.33%) always used English dictionaries when they found some words difficult to understand to enhance their communicative skills.
- Majority of the students (80%) sometimes spoke in English with their friends.
- Majority of the students (53.33%) sometimes used cognitive strategy for improving communicative skills.
- Majority of the students watched English movies with subtitles to improve their communicative skills.
- Eighty-five percent students talked in English with their friends and teachers.
- Ninety-five percent students consulted with dictionaries to improve their communicative skills.
- Eighty-five percent students took feedback from the teachers.

B. The findings related to the second objectives of the study are as follows:

- The majority of the students (95%) stated that lack of learning materials was the problem that they faced while employing strategies for improving communicative skills.
- The majority of the students (80%) stated that lack of time was another problem that they faced while employing strategies for improving communicative skills.
- The majority of the students (96%) stated that mother-tongue interference was yet another problems that they faced while employing strategies for improving communicative skills.
- The majority of the students (90%) stated that lack of exposure was a problem that they faced while employing strategies for improving communicative skills.
- The majority of the students (80%) stated that lack of vocabulary was also a problem that they faced while employing strategies for improving communicative skills.

5.2 Conclusions

This study was mainly concerned with identifying the strategies adopted by the students for improving communicative skills. Similarly, it was also concerned with identifying the problems while adopting strategies for improving communicative skills. The data has been collected through close and open-ended questionnaire from 30 bachelor level students from different private and public colleges in the Kathmandu valley. From the interpretation and discussion of the data, I reached at the following conclusions:

- Watching English movies with subtitles was the best and easiest strategy to improve communicative skills.
- Use of English dictionary was another strategy to improve communicative skills.

- Students faced some difficulties to employ the strategies to improve their communicative skills.
- Lack of learning materials was the foremost problem of the students to improve their communicative skills.
- Taking feedback from the teachers helps the students improve their communicative skills.

5.3 Recommendations

The main recommendation of the study for the educational practice can be pinpointed under the three levels.

5.3.1 Policy Related

Policy is a course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by the government. In case of Nepal, many policies are made without adequate study. Due to inadequate study, immediately after formulating policies, they are compelled to change them. In this context, the study conducted on the strategies adopted by the students for improving communicative skills would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The main recommendations in this level are:

- The policy makers can utilize this study effectively. For example, they can make policy that sufficient learning materials should be given to the students for making their communicative skills better.
- It will highly be essential for CDC for designing new curriculum of communicative skills in which audio-visual activities and practical exercises are highly included.
- It will be beneficial for DEO and related department to provide materials that will be fruitful for the students to improve their communicative skills.

5.3.2 Practice Related

The educational research studies in the practical field are categorized under practice level. The studies analysed in the research are directly related to the practice field of the students who study English language. Mainly students and teachers can effectively utilize the study. The major recommendations in this level are as below:

- There are various strategies of improving communicative skills, among them, watching English movies with subtitles is the easiest and best strategy.
- The colleges should provide sufficient learning materials for every single student so that they can improve their communicative skills.
- Students should be given an adequate time for practicing their speaking session.
- Debate competitions should be organized by the colleges so that students can foster their speaking power.
- Feedback from the teachers to the students should be given on a regular basis so that the students can improve themselves whenever they are wrong.
- Students should collaborate with their friends to practise speaking activities.
- The students should be encouraged to improve communicative skills by providing them different kinds of assistance.

5.3.3 Further Research Related

This study was conducted to identify the strategies adopted by the students for improving communicative skills. This study would be highly directive for the further research. There are many areas of TPD where the researchers can conduct research. Other several research can be conducted in this field of communicative skills which is yet to be researched. This study is a step of ladder where other several steps are left. By stepping on this step, other researchers can reach their own destinations in the field of educational

research. Therefore, I hope this study will be highly beneficial for the researchers who are interested in conducting further research this huge area.

I have mentioned three possible titles in which other researchers can conduct the research. These possible titles are as follows:

- Watching English movies as strategy for improving communicative skills.
- Mother-tongue interference as a problem for improving communicative skills.
- Strategies adopted by the teachers for improving students' communicative skills.

REFERENCES

- Bachman, L.F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Batko, A. (2004). *When bad grammar happens to good people*. New York: Longman.
- Bist, K. (2013). *Strategies used for comprehending short story by students of grade eleven*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Broaders, S.C. & Goldin-Meadow, S. (2010). *Truth at hand: How gesture adds information during investigative interviews*. Cambridge: Cambridge University Press.
- Brown, H.D. (1994). *Communication strategies*. London: Longman.
- Brown, H.D. (1999). *Cooperative language learning and foreign language*. London: Longman.
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Chaudhary, S. (2009). *Learning strategies used by the class toppers*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Cohen, A.D. (1998). *Strategies in learning & using a second language*. London & New York: Longman.
- Cohen, A.D. (2007). *Language learner styles and strategies*. London: Longman.
- Cohen, J. (2005). *Research methods in education*. New York: Routledge.
- Crystal, D. (2008). *A dictionary of linguistics and phonetics*. Oxford UK: Blackwell.
- Dakoska, K. (2005). *Strategies for learning*. New York: Routledge.

- Dhami, A. (2014). *Strategies used for developing speaking skill: A case study of M.Ed. students*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Dhami, R. (2014). *Communication strategies adopted by students*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Doryei, Z & Scott, M.L (1997). Review article: communication strategies in a second language: definition and taxonomies. *Language learning*, 47(1), (pp. 173-210).
- Ellis, R. (2003). *Task-based language and teaching*. London: Pearson Longman.
- Enfield, N. (2005). *How we talk: The inner workings of conversation*: New York: Routledge.
- Faerch, C & Kasper, G. (1983). *On identifying communication strategies in interlanguage communication*. New York: Longman.
- Ferguson, G. (2006). *Language planning and education*. Edinburg: Edinburg University Press.
- Gass, S.&Selinker, L. (2009). *Second language acquisition: An introductory course*. New York: Rutledge.
- Gilbert, J.B. (2008). *Teaching pronunciation*. Cambridge: Cambridge University Press.
- Green, S. & Nelson, G. (2002). *An introduction to English grammar*. Cambridge: Cambridge University Press.
- Harmer, J. (2001). *The practice of English language teaching*. London: Longman.
- Harmer, J. (2007). *An introduction to the practice of English language teaching*. London: Longman.
- Hedge, T. (2008). *Teaching and learning in the classroom*. Oxford: Oxford University Press.

- Hiebert, E.H. & Kamil, M.L. (2005). *Teaching and learning vocabulary*. New Jersey: Longman.
- Hymes, D. (1972). *On communicative competence*. Baltimore: Penguin Books, pp. 269-293.
- Joshi, D. (2012). *Learning strategies adopted by the introvert learners in the English class*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Joshi, G. (2012). *Strategies adopted by the students of grade eleven to develop reading skill*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Kline, A. (2001). *An introduction to factor analysis*. Cambridge: Cambridge University Press.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Kumar, S. (2009). *Research methodology*. Oxford: Oxford University Press, pp. 113-115.
- Ladousse, G.P. (1987). *New approaches to role-play in the communication classroom*. Oxford: Oxford University Press.
- Littlewood, W. (1994). *Communicative language teaching: An introduction*. Cambridge: Cambridge University Press.
- Long, M.H. (1996). The role of the linguistic environment in second language acquisition. In Rietchi, W.C., & Bahita, T.K. (Eds), *Handbook of second language acquisition* (pp. 413-468). New York: Academic Press.
- Nelson, G. (2001). *An introduction to English grammar*. Oxford: Oxford University Press.
- Nordquist, B. (2017). *Language skills*. New York: Rutledge.

- Numata, M. (2009). *The effects of the use of communication and negotiation strategies on L2 acquisition*. A thesis M.A., University of Iowa.
Retrieved on 26th July, 2017, from <http://ir.uiowa.edu/etd413>
- Nyber, C. (2016). *Communication skills*. Oxford UK: Blackwall.
- Oxford, R. (1990). *Language learning strategies*. New York: Newbury House.
- Pollard, A. (2008). *Professionalism and Pedagogy*. London: Cassell.
- Poudel, H. (2009). *Learning strategies adopted by tenth students*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Purpura, J.E. (2004). *Assessing grammar*. Cambridge: Cambridge University Press.
- Rahaman, M.M. (2010). *Teaching oral communication skills: A task-based approach*. EPS world, Fsue. I (27). Vol. 9, 2010, Retrieved on 5th July, 2017, from <http://www.esp-world.info>.
- Rai, M. (2006). *Learning strategies used by Maithili learners of English at secondary level*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Richards, J.C. & Rodgers, S.T. (2010). *Approaches and method in language teaching*. Cambridge: Cambridge University Press.
- Richards, J.C. & Schmidt, R. (2005). *Incidental vocabulary acquisition from reading*. New York: Longman.
- Samovar, A.L. (2009). *Communication between cultures*. New York: Wadsworth.
- Saud, M.S. (2000). *English for mass media*. Kathmandu: MK publications and distributors.
- Selltiz et al. (2007). *A course in research design*. London: Longman.

- Shrestha, B. (2014). *Communicative strategies used by the teachers to teach English in secondary level*. An unpublished M.Ed. thesis, Tribhuvan University. Kathmandu, Nepal.
- Subedi, S. (2015). *Strategies used by students for promoting communicative competence*. An unpublished M.Ed. Thesis, Tribhuvan University. Kathmandu, Nepal.
- Swain, M. (1985). *Output hypothesis*. Canada: Trees Press.
- Tarone, E. (1980). Communication strategies, foreign talk and repair in interlanguage. *Language learning*. Retrieved on 7th July, 2017, from <http://apps.cal.umn.edu/directory/items/publication/301150.pdf>
- Tarone, E. (1981). Some thought on the notion of communication strategy. *TESOL Quarterly*. Vol. 15, No. 3. Retrieved on 15th July, 2017 from <http://www.jstor.org>
- Thurnbury, S. (2005). *Teaching listening and speaking skills*. London: Pearson Longman.
- Turk, P. (2003). *Vocabulary learning strategies*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A course in language teaching practice and theory*. Cambridge: Cambridge University Press.
- Ur, P. (2003). *A course in English language teaching*. Cambridge: Cambridge University Press.
- Widdowson, H. (1978). *Teaching language as communication*. Oxford: Oxford University Press.

APPENDIX I

QUESTIONNAIRE

Dear informants,

This questionnaire is a part of my research study entitled **Strategies Adopted by the Students for Improving Communicative Skills** under the supervision of **Dr. Ram Ekwal Singh**, Reader and Head, Department of English Education, T.U., Kirtipur. Your co-operation in the completion of the questionnaire will be great value to me. I will assure you that responses made by you will be exclusively used only for present study.

Researcher

AshishKhadka

T.U., Kirtipur, Kathmandu

College:

Name of the informants:

Sex:

Age:

Tick the appropriate option given below

Group 'A'

1. I watch English movies to enhance my communication skills.

Always Sometimes Rarely Never

2. I use English dictionaries when I find some words difficult to understand.

Always Sometimes Rarely Never

3. I speak with my friends in English.

Always Sometimes Rarely Never

4. I use literal translation strategies while communicating with teachers and friends.

Always Sometimes Rarely Never

5. I prefer to communicate via email, phone or in person.

Always Sometimes Rarely Never

6. I take part in debate competition organized by the college.

Always Sometimes Rarely Never

7. I use cognitive strategy to learn English.

Always Sometimes Rarely Never

8. I listen to the English programmes to enhance listening skills.

Always Sometimes Rarely Never

9. I use social network sites to boost up communication skills.

Always Sometimes Rarely Never

10. I read books loudly.

Always Sometimes Rarely Never

11. I speak English along with my family.

Always Sometimes Rarely Never

12. I listen to the recorded materials of the native speakers of English.

Always Sometimes Rarely Never

13. I take feedback from my teachers.

Always Sometimes Rarely Never

14. I note down the words that are not familiar for me.

Always Sometimes Rarely Never

15. I use a good gesture while speaking with other people.

Always Sometimes Rarely Never

16. I filter English language through my mother tongue.

Always Sometimes Rarely Never

17. I get involved myself in group discussion.

Always Sometimes Rarely Never

18. I set goals to learn more things about communicative skill.

Always Sometimes Rarely Never

19. I compare my culture to English culture.

Always Sometimes Rarely Never

Group 'B'

20. What strategies do you employ to improve your communicative skills?

21. What problems do you face while employing strategies for improving communicative skills?

22. What do you do to enhance your communicative skills?

23. Which strategy do you find the easiest and best for enhancing communicative skills?

24. How do you maintain the problems of communicative skills?

25. Do you have sufficient materials to enhance your communicative skill?

26.