

**COMMUNICATION STRATEGIES ADOPTED
BY STUDENTS**

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

**Submitted by
Nar Bahadur Dhama**

**Faculty of Education,
Tribhuvan University
Kirtipur, Kathmandu, Nepal**

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DECLARATION

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

Date: 16-03-2014

Nar Bahadur Dhimi

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Nar Bahadur Dhami** has prepared this thesis entitled **Communication Strategies Adopted by Students** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

*My grandparents and my parents who have devoted their entire lives to make
me what I am today.*

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Nar Bahadur Dhami

ABSTRACT

This research entitled "**Communication strategies adopted by students**" was carried to investigate into communication strategies adopted by +2 science stream students in Laboratory Higher Secondary School, Kirtipur, Kathmadu. To be able to reach this goal, I observed English classes of science students for fifteen days wherein students' use of communication strategies in their conversational interactions were traced, identified and noted down on using observation checklist and diary. I selected section "A" of science students in class twelve as the case to be studied using non random purposive sampling. The data collected during class observation were analysed and interpreted using mixed method. The overall findings of the study show that merely some instances of interaction took place for long time and only some of the students employed communication strategies to generate some exposures of English and get their message across in their interactions in class. The low or uneven participation of students in interactions is insufficient for developing students' communicative competence.

This thesis has been divided into five different chapters. The first chapter, 'Introduction' includes the background, statement of the problem, rationale of the study, objectives, research questions, significance, and delimitations of the study. Chapter second, deals with the theoretical literature, empirical literature and conceptual framework. The third chapter deals with the methodology employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, data collection tools, data collection procedure and data analysis and interpretation procedure. Collected data are presented, analyzed and interpreted in the fourth chapter. The fifth chapter summarizes and concludes the whole study in the first two sections. Some implications of the study in policy level and practice level are presented in this section. This chapter is followed by references and appendices to make the study reliable, valid and authentic.

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LIST OF ABBREVIATIONS AND SYMBOLS

B. ED	Bachelor in Education
CPU	Cambridge University Press
CSs	Communication Strategies
Dr.	Doctor
etc	Etcetera
Eds.	Editors
EFL	English as Foreign Language
e.g.	For Example
ELT	English Language Teaching
ESL	English as Second Language
Fig.	Figure
i.e.	That is
I. Ed	Intermediate in Education
IL	Interlanguage
IP Model	Information Processing Model
L1	First language
L2	Second language
LS	Learning Strategy
M. Ed	Master in Education
MoE	Ministry of Education

Mr.	Mister
Mrs.	Mistress
Ms.	Miss
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teacher' Association
No.	Number
NSs	Negotiation Strategies
P.	Page number
P.P	Pages
Prof.	Professor
Reg. No.	Registration Number
SLA	Second Language Acquisition
TL	Target language
T.U	Tribhuvan University
Viz	Namely
Vol.	Volume
WWW	World Wide Web
%	Percentage