

CHAPTER-ONE

INTRODUCTION

This present study endeavors to investigate into communication strategies adopted by students at higher secondary level. As there are numerous of researches conducted in different teaching and learning strategies in our department and a few research works have been carried out in communication strategies aiming to find out the types of communication strategies in secondary, higher secondary and bachelor level but this study as case study attempts to investigate into communication strategies adopted at higher secondary level. Thus, this research, as a new effort would shed new light in this area.

1.1 Background

Regarding 'communication', Crystal (2008, p.89) asserts that “Communication refers to the transmission and reception of information between a source and a receiver using a signalling system”. So, in general, communication can be defined as an act of sending and receiving information, ideas, messages, opinions and feelings. When we say communication, 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. It implies that the system of communication is commonly owed, accepted and recognized by the members of the community. It enables them to acquire, learn, exchange, store, retrieve and process the different information, meanings, news etc. as per their nature in accordance with the communication process that takes place in their community. Hence, communication is a social affair. The communication is not only the essence of human beings, but also a vital property as well as an essential system of expressing information of all the living creatures.

However, the modes of communication differ as per the nature of different living creatures. Focusing on human relationship and exchange of message,

Gamble and Gamble (1989) define communication as "the process of sharing meaning, our link to the rest of humanity" (as cited in Saud, 2000, p. 1). Similarly, in the process of communication, Thao (2005, as cited in Hua et al., 2012, p. 833) further claims that "The sender encodes a message and the receiver decodes it".

To talk about the history of communication, it is regarded that communication is perhaps dated back to the advent of the life itself. As time goes up, the developments, changes, modifications and new innovations have been seen in the process and system of communication. Hereby to say, the ancient historical messages carved on rocks changed into rather developed channels of communication like as television, telephone, cell phone, E-mail, internet and so on. The different scholars have defined the term 'communication' differently being based on the different complex theories and principles in the different periods of communication history but the theme of them is to exchange information between the interlocutors. So, communication can simply be defined as a process by which messages, information etc. are exchanged between or among the persons through a common system of symbols, signs and codes. Truly speaking, communication has mainly two mediums or systems-verbal or oral and non-verbal or written. The oral medium comprises of personal talking, telephone conversation, dialogues etc. and written system includes newspapers, magazines, books, telegrams letters etc.

From the above discussion, I came to know that communication as a social affair is an act of exchanging ideas, information, desires, opinions, feelings etc between the two or more persons in which a speaker transmits a message to a person who receives it in a community. To be more specific, communication is one of the crucial skills that challenges and develops learners to be competent in the language being learnt at various degrees. The main reason why communication has attracted attention across disciplines is that communication permeates virtually all human interaction activities. Similarly, what makes human communication unique is that it is cognitively, emotionally and socially

complex than other. All in all, communication is an integral instinct of all living beings. Thus, this one of the highly celebrated, renounced and most well research area in language education.

1.2 Statement of the Problem

Communication has been an interesting field to conduct a research in the present day world. The main reason behind this is 'communication' as well as 'communication strategies' which virtually permeate all human interaction activities. As a result, they have drawn the attention of various people from various disciplines.

In the context of Nepal, communication strategies have been an interesting area to conduct research in order to investigate into the types of communication strategies employed by the Nepali students of English in their communication. Therefore, this present study aims at investigating and identifying the communication strategies adopted at higher secondary level while communicating each other in the class. My study contributed to address some problems given in the following points:

- a. The communication strategies adopted by +2 sciences stream students when they face with potential communication breakdowns.
- b. The relationship between the choice and the kinds of communication strategies used by +2 science stream students.

To sum up, issues related with CSs used in communication of students, factors affecting the selection of CSs in communication in class and students' low practice of communication in class which hinders their overall command over English can be regarded as the salient problems. To overcome these problems, findings of this study are regarded fruitful

1.3 Rationale of the Study

It is natural phenomena that when the learners encounter different problems in verbal communication in TL, they tend to employ different techniques to overcome these problems and maintain the smooth flow of communication. These different strategies adopted by learners to bridge the gaps in an interaction and to establish the mutual comprehensibility are generally known as communication strategies. It is undoubtedly necessary to conduct a research on the students' communication strategies. It is because communication strategies can help achieve more successful communication and facilitate language acquisition.

Especially the research on communication strategies adopted by the students is both quite reasonable and relatively challenging. Though the numerous research studies have been conducted discussing the various issues of students of English regarding all the language skills, aspects and functions of language; there has been very little attention paid to the way of solving problems of students confronted in communication in English and the development of students' strategic competence to communicate in English. The rationale of this study can be seen in great numbers of erroneous utterances that +2 science stream students produce in oral performance and their selection of CSs while communicating in English. The chief reason behind carrying out this research is to find out whether the +2 science stream students tend to use communicative strategies to remove the problems faced in communication and build communicative effectiveness or not. Similarly, my study tries to find out whether they pay much attention towards the code of conducts of communication and are proficient in English or not.

In the light of findings and limitations in previous CS studies, the uses of CSs have to be analyzed in light of their key function-CSs as being production-oriented strategies. So, CSs are performative in nature. In this way, it is possible to investigate the role of each and every communication strategies

separately. In order to investigate CSs use in classroom setting of +2 science stream students of science in English period, it is essential to conduct my current study. In real sense, CS use in classroom setting is observed to find out the loopholes of students regarding the communication in English. The students tend to detour regarding the communicative rule and regulations, ethical considerations and their strategic considerations. In this respect, I assume that communication as well as communicative strategies is necessary for the development of communicative competence and the enhancement of acquisition of English. In the same way, the rationale behind my research study is to provide new insight to the students to involve actively an interaction using different CSs when needed and enhance the communicative competence. Likewise, it is important to carry out my proposed study on 'communication strategies adopted by students' since it provides the new tips to choose different kinds of CSs in accordance with their communication (e.g. grammatical problems, lexical problems, semantic problems, pragmatic problems, etc). So, combined with learning strategies, communication strategies are an important prerequisite for a learner autonomy, self directness and communicative proficiency.

1.4 Objectives of the Study

The objectives of the study were as follows:

- a. To investigate into the use of communication strategies adopted by students.
- b. To classify the types of communication strategies adopted by students.
- c. To suggest some pedagogical implications.

1.5 Research Questions

My study contributed to address the following questions:

- a. What types of communication strategies do +2 science stream students tend to employ when they face potential communication breakdowns?

- b. What is the relationship between the choice of CSs use and types of communication strategies used by +2 science stream students?

1.6 Significance of the Study

The communication strategies are crucially the key factors that affect the second language learners' rate and route of learning and communication competence. 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 communication strategies is necessary for the ESL/EFL learners to communicate their ideas, feelings etc. and to compensate the breakdowns in communication for their mutual comprehensibility. It is good evidence seen in our students that many times our students have been observed not taking part in effective communication because of the lack of knowledge in the target language and/or communication strategies. In this sense, this study has a pedagogical value. Moreover, this study is expected to be significant to the students, teachers, syllabus designers, textbook writers, teacher trainers, education policy makers, English language experts and those who are directly or indirectly involved in teaching learning activities in one way or another.

Mainly, teachers play a key role in teaching and learning of the language. It is extremely relevant to find out the types of communication strategies used in teaching and learning process. Hence, it had a huge importance to make teaching learning process more effective as well as successful. Furthermore, the study contributed to maintain the effective teaching learning environment in the classroom. Similarly, this study was assumed as a source for further research in communication strategies.

1.7 Delimitations of the Study

This study had the following delimitations:

- a. The study was limited to investigate into the types of communication strategies adopted by higher secondary level students in Laboratory higher secondary school, Kirtipur, Kathmandu.
- b. The population of the study was all the students of higher secondary level in Laboratory higher secondary school, Kirtipur, Kathmandu.
- c. The tools for data collection were limited only to the dairy keeping and observation checklist.
- d. The case to be studied was only the section “A” of science students in class twelve.
- e. The observation was done only in the period of compulsory English.
- f. The study was limited only to English medium higher secondary school
- g. The class observation was done only for fifteen days.

1.8 Definitions of the Important Terms

SLA – SLA is the process of learning a language other than the first language.

Negotiation Strategies (NSs) – The strategies which are used by the interlocutors to make each other understand about their intended meaning in interaction

Communication Strategies (CSs) – The ways which an individual speaker employs to bridge the gaps between whatever he wishes to communicate and the immediate available linguistic resources for the mutual understanding are known as communication strategies.

Target language (TL) – The language which is being learnt is called target language.

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

English Language Teacher (ELT) - A teacher who teaches English in schools as his/her profession.

Learning Strategy (LS) - An attempt to develop linguistic and sociolinguistic competence in the target language

Communicative competence – Communicative competence means the ability of language learner to use language accurately and appropriately as per the contexts.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are essentially indispensable aspects of a research study. This heading consists of review of the theoretical literature, empirical literature, implications of the review for the study and conceptual framework. In this respect, the theoretical literature and empirical literature regarding my research study 'communication strategies adopted at higher secondary level' both are dealt systematically. To be more specific, types of communication, learning strategies, communication breakdowns and use of strategies, criteria for communication strategies, factors affecting the choice of communication strategies, types of communication strategies and definitions of CSs by various scholars with various approaches of CSs were dealt under the theoretical literature and different previous researches conducted on CSs use in our Department of English Education, T.U, Kirtipur were reviewed under the empirical literature.

2.1 Review of Theoretical Literature

This section is a literature review of previous researches, different theories and approaches related to communication strategies in communication. When there occurs misunderstanding between the interlocutors in an interaction and in the journey of their second language acquisition as well, the speakers tend to employ many alternative ways of expressing their intended meaning which are known as CSs. It provided the background information for the development of my thesis and analysis of my study. The pioneering figures in the field of CSs studies are Varadi, Bialystock, Tarone, Faerch and Kasper, Selinker who have contributed for the development of CSs theories and studies (as cited in Abunawas, 2012, pp. 178-179). Abunawas (2012, pp. 178-179) claims that the early research works on CSs (Selinker, 1972, Varadi, 1973) were rooted to a

large extent in the tradition of error analysis. Therefore, it can be said that CSs studies emerged from error analysis. In early studies, CSs were analysed in order to account for erroneous aspects of the learners' language. In this respect, CSs seem to be studied not for their own sake but in connection with error analysis. Gradually, descriptive approach gave way to an increasingly more functional approach shifting the focus on discourse analysis. The types of communication, learning strategies, communication breakdowns and use of strategies, criteria for communication strategies, factor affecting the choice of CSs use, definitions and types of communication strategies communication strategies viewed by various scholars from various angles being based on different theories, principles and approaches are discussed as follows:

2.1.1 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 etc. among the interlocutors. In other words communication is a process by which two or more people exchange ideas, facts, feelings or impressions etc. in ways that each interlocutor 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, media etc. There are four types of communication which I like to discuss briefly as given below (Saud, as cited in 2000, pp. 3-5).

a. Intra-Personal Communication

Intra-personal communication is an internal or intra-physic dialogue that often takes place in our heads, what commonly is referred to as talking to about things, carrying on internal dialogues. Since it is talking to 'self', it is called personal communication. The medium of this kind of communication is the neurological/chemical apparatus through which thoughts are processed in the brain. The features of personal communication can be seen in the soliloquies, monologues and asides in drama.

b. Interpersonal Communication/Group communication

This is second type of communication. In this type of communication, two or more than two interlocutors interact together on the various topics. For example, someone may talk to his/her friend about their exam result and so on. 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 others 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, facial expressions, and so on.

c. Public Communication

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

d. Mass Communication

The mass communication is the unique and most influential type of communication in the present day world. Mass communication comprises of people, fields of influence, messages, channel, noise, feedback effect and context. It is exclusively different from other types of communication in different ways. The salient characteristics of mass communication includes the use of print or electronic media such as newspaper, magazine, film, radio, television etc. to communicate to the large numbers of people who are located in the various places. There are a numbers of different elements that makes mass communication. Media, images, spoken language, print language, sound effects, music, lighting and a variety of other techniques are used to

communicate message and achieve the particular effects in mass communication.

2.1.2 Learning Strategies

Normally a learning strategy consists of mental or behavioral activity related to some specific stages in the overall process of language acquisition. Many researchers have defined the language learning strategies differently since they became interestingly an area of the research interest in second language acquisition (SLA). Although there is little agreement on the definition of learning, Wenden et al. (1987) perceived language learning strategies as "techniques, tactics, potentially conscious plans, consciously employed operations, learning skills, basic skills, functional skills, cognitive abilities, language processing strategies, problem solving procedures" (as cited in Tse, 2011, p. 30), whereas Ellis (1996, p. 531) viewed them as "mental process, and both observable and unobservable behaviors". Generally speaking, there are two schools of thought which can be seen in the definitions of the language learning strategies: 'the elements and the purposes' (Tamada, 1997, as cited in Tse, 2011, p. 29). The former refers to the features of learning strategies themselves, while the later shows the purposes for which learners intend to apply their strategies. Similarly, there are numbers of scholars who have defined the learning strategies focusing on various issues. In this regard, Bialystock's (1978) definition of the purpose of learning strategies centers on enhancing language competence and Chamot's (1987) on facilitating language learning. So, in Chamot's (1987) words "learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information" (as cited in Ellis, 1996, p. 531). Likewise, Rubin (1987, p.15) states "learning strategies are strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Later, in support of these above definitions, Oxford (1989) more comprehensively asserts that "language learning strategies are behaviors or actions which learners use to make

language learning more successful, self directed and enjoyable"(as cited in Ellis,1996, p. 531). Here, Oxford (1989) elaborates the definition of language learning strategies and views that the use of learning strategies could have an affective purpose such as making language learning self directed, enjoyable and effective. To analyze this definition, the purpose of language learning strategies has changed from becoming good learners who speak a second language fluently to becoming intelligent learners who know very well about how to learn a second language more successfully in an efficient manner. Ellis (1985) applies more comprehensive term 'learner strategies' which consist of reception strategies, production strategies and communication strategies. Learning strategies are mainly reception and to some extent production strategies, whereas communication strategies are social strategies that one uses to establish and maintain interaction as well as social relationship smooth in the community.

From the above discussion, it can be stated that learning strategies are the actions taken by learners to make learning more effective. They are the processes that underlie performance on thinking tasks. They are more than the simple sequence of skills and sub-skills. Especially, language learning strategies are almost always purposeful, problem centered and goal oriented but in case of their usability they vary according to the nature of the task, problem of learners and context.

Language learning strategies have been classified variously by the various scholars. According to O, Malley and Chamot's (1990) framework of learning strategies, there are three major types of strategies which are distinguished from other in accordance with the Information Processing Model. They are as follows:

- a. Meta cognitive strategies
- b. Cognitive strategies
- c. Socio affective strategies

Similarly, Oxford (1990, p. 16 as cited in Ellis, 1996, p. 540) presents two types of language learning strategies:

- a. Direct strategies
- b. Indirect strategies

Lastly, Rubin (1987, p. 20) divides strategies into three types employed by learners that contribute directly and indirectly to language learning.

- a. Learning strategies
- b. Communication strategies
- c. Social strategies
- a. Learning Strategies:** They consist of two strategies:
 - I. Cognitive learning strategies
 - II. Meta cognitive learning strategies

i) Cognitive Learning Strategies: They refer to the steps or the operations employed in learning problem-solving tasks that require direct analysis, transformation or synthesis of learning materials.

ii) Meta Cognitive Learning Strategies: In fact, they make use of knowledge and constitute an attempt to regulate language by means of planning, monitoring, and evaluating. They play an executive function in enhancing language learning. They include various processes as planning, prioritizing, setting goals and self-management.

b) Communication Strategies (CSs): Communication strategies are the deliberate actions, steps or tactics that are used by the interlocutors when they confront the difficulties in their conversation. In this regard, Gass and Selinker (2009) state "a communication strategy is a deliberate attempt to express meaning when faced with difficulty in the second language" (p. 285). They are less directly related to the language learning as their focus is on the process of participating in any interaction and getting meaning across for the mutual understanding or clarifying what the speaker intended.

c) Social Strategies: Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Though these strategies provide exposures of target language, they contribute indirectly to learning since they do not the obtaining, storing, retrieving and using of language.

2.1.3 Communication Breakdown and Use of Strategies

Communication is disturbed because of various reasons such as the lack of perfect linguistic knowledge, the current the 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 communication 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 a 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 use by defining CSs as a device used in real communication situation, except that Faerch and Kasper (1983) included nonnative 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,

Doroneyi 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 nonnative speakers, whose linguistic knowledge is limited and who are more likely to face a communication breakdown. These three types hypothesis emphasized the crucial role of input and output as well as more importantly the effect of negotiation of meaning. L2 acquisition was investigated within negotiated interaction; that is, negotiation research has been conducted to see how learners can benefit from negotiation strategies such as conformation checks, clarification requests and comprehension checks. Negotiation research found that a listener's moves can contribute to reinforce the level of mutual understanding in negotiated interaction.

The CS frameworks proposed by Tarone (1980) and Doroneyi 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 learners.

All in all, CSs and negotiation strategies are used to compensate the breakdowns in communication in order to solve the communicative problems and achieve the communicative goal effectively.

2.1.4 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 have 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 CS applied to communicate an intended meaning x in situations where the speaker has believed that the required meaning structure was not shared.

From the above discussion, what 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 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 speaker 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, these three criteria are regarded as the determinants of whether the strategies used in communication are communication strategies or some things else.

2.1.5 Factors Affecting Choices of Communication Strategies

Actually, when there occurs a gap between the interlocutors in communication because of many reasons, they try to bridge a gap by applying different strategies in order to reach to the mutual comprehensibility. The interlocutors, in the process of communication, rely on different variables that affect the choice of CSs while compensating the communication breakdowns and reaching at the mutual understanding. In other words, there are some crucial factors which determine the speakers' choice of selecting CSs in an interaction.

According to Faerch and Kasper's (1984) analysis of communication strategies, it is not difficult to conclude that a learner employs a series of mental assessment and planning before using a particular strategy. When one evaluates the situation, s/he may need to take many factors into consideration such as when and where the communication takes place, what the problem is, where the topic is from, who the interlocutors are in the communication.

Almost all the factors affecting the use of learning strategies seem to affect the choice of CSs use directly or indirectly and in one way or another. It is because they are related with the language learning. Experiments and different studies on the use of communication strategies by learners show that the choice of CSs has close correlations with various factors. Dong and Peng (2010, pp. 71-72)

forward the following variables as the most important factors influencing the choice of selection of CSs which are briefly discussed.

a. Learners' Attitude

Initially, the learners' attitude towards a particular strategy affects the use of that strategy. In general, a positive attitude towards the strategy leads to a high frequency of using it. Language learners' positive attitude towards achievement strategy, cooperative strategy and nonverbal strategy, for instance, leads to a learner's active use of these strategies. In this regard, we may speculate that the learners' attitude has a greater influence on the use of strategy in the natural learning context. In the formal classroom-learning context, the positive attitude leads to a high frequency of using a particular communication strategy and vice versa may be realized by increasing communicative activities and developing learners' communicative competence.

b. Learners' Level of L2 Proficiency

The proficiency level of a learner i.e. speaker may influence his/her choice of communication strategies. Taron (1977) notes that the regular students whom she investigated preferred reduction to achievement strategies (as cited in Dong and Peng, 2010, p. 71) and Ellis (1985) found out that one of the learners in longitudinal study choose reduction strategies in the earlier stages, but increasingly resorted to achievement strategies as he progressed. Bialystok (1983) found that advanced students used more L2-based strategies, a regular students relied significantly more on the L1-based strategies (as cited in Dong and Peng, 2010, p. 71). Generally, speaking highly proficient learners tend to use achievement or L2-based strategies such as paraphrase, whereas the learners of limited proficiency prefer reduction or L1-based strategy.

c. Learners' Personality

The learners' personality may also affect the choice of CSs. Based on the approach of storytelling; Tarone (1977) suggests that personality has a very close relation with the choice of CSs (as cited in Dong and Peng, 2010, p. 71). Corder (1978, as cited in Dong and Peng, 2010, p. 71) also suggests that

learners with risk-avoiding personalities prefer reduction strategies and learners with risk-taking prefer achievement strategies.

d. Learning Situation

The learning situation in which the learner has learned his/her interlanguage seems to be very powerful. For example, learners may use fewer strategies in the formal classroom setting than in daily actual communication, especially when the teaching focus is on accuracy of L2 use rather than on the fluent communication. The learning situation may also influence the type of communication strategy employed. Piranian (1979, as cited in Dong and Peng, 2010, p. 72) found that American university students learning Russian relied more on avoidance strategy, whereas learners with natural exposure used paraphrase strategy. So, the learning situation plays key role in the selection of communication strategies.

e. Communication Context

Communication context is also an influencing factor which affects a learner's preference of particular communication strategies. The learner's communicative experience and how he assesses the context tend to determine his/her choice of communication strategies. For instance, communication with a teacher in the language classroom may result in one use of language, and communication with a friend in social settings may result another use of language. It is obvious that the experienced communicator may use the strategies differently from less experienced communicator in interlanguage because they know which strategies are more effective and which strategies less.

f. Nature Problems

The nature of problems is related with the choice of CSs. Faerch and Kasper (1983) claim that problems which relate to fluency and accuracy are special factors in that they often lead to language user's non-use of the most apparent parts of his interlanguage system, for he/she knows that there will be problems

in realizing them (as cited in Dong and Peng, 2010, p. 72). In this situation, learners would prefer reduction strategies to avoid using potentially problematic parts of their linguistic source. Therefore, the source of problem is likely to have effect on the choice of CSs. Tarone (1977, as cited in Dong and Peng, 2010, p. 72) notes that code-switching is more possible if L1 and L2 have close relationship. In the same way, there are some important factors affecting the choice of communication strategies as stated by Huang (2010, pp. 90-92). They are as follows:

- a. Gender
- b. Language Proficiency
- c. Self-Perceived English Oral Proficiency
- d. Frequency of Speaking English Outside the Classroom
- f. Motivation in Speaking English

Finally, in conclusion, the factors affecting the choice of the communication strategies are multi-sided and multi-layered. To support this, Ellis (1985, p. 403) states "there is only speculation". In real sense, we tend to believe that each of the factors discussed above does not determine independently the choice of strategies and that is the interaction of the factors that determines the choice of communication strategies.

2.1.6 Definitions of Communication Strategies

In our daily communication, there exist no ideal speakers or hearers of language. In the same way, there is still no one who can master a language perfectly and use it appropriately in all social interactions. Without doubt, in the process of communication, we may come across a great numbers of problems. In order to overcome these problems, the interlocutors tend to use some communication strategies.

The term 'communication strategy' was coined by Selinker (1972 as cited in Hua et al., 2012, p. 833); it refers to the approach that a learner employs for communication with native speaker. Communication strategies can be defined both in a broad sense and in a narrow sense. In narrow sense, communication strategies can be defined as the techniques one uses when facing problems in the process of achieving a communicative goal. In a broad sense, however, CSs refers not only the problem oriented techniques but also to those general techniques one employs to attain a special communicative goal i.e. a problem free one. For example, the strategies a politician utilizes to make his or her speech more eloquent. Thus, in broad sense, CSs include affinity seeking strategies, anxiety reducing strategy and countless other general strategies. Several definitions of CSs have been proposed with the advent of the concept 'communication strategies'. One of the definition most often referred to is the one provided by Tarone (1980, p. 419) who considered communication strategies to be an interactional phenomena and defines as "a mutual attempt of interlocutors to agree on a meaning in where request meaning structure are not shared." We know that both speaker and hearer are involved in successful communication. Likewise, effective communication is the responsibility of both speaker and hearer, when the participants are aware of that they do not understand each other, they will resort to a number of strategies: paraphrase, transfer, avoidance and other.

From the perspective of error resources, Brown (1994 as cited in Wei, 2011, p. 12) suggests that CSs is actually the process of interlingual transfer and the context of learning as a learner tries to get a message through to a hearer or reader. To some extent, we may determine some linguistic forms not available to the learner at the time of communication. Communication strategies can function as the conscious employment of verbal and non verbal mechanism for communicating an idea. Hence, Brown's definition of communicative strategies can help us to reflect what strategies have been used by a speaker through the analysis of error.

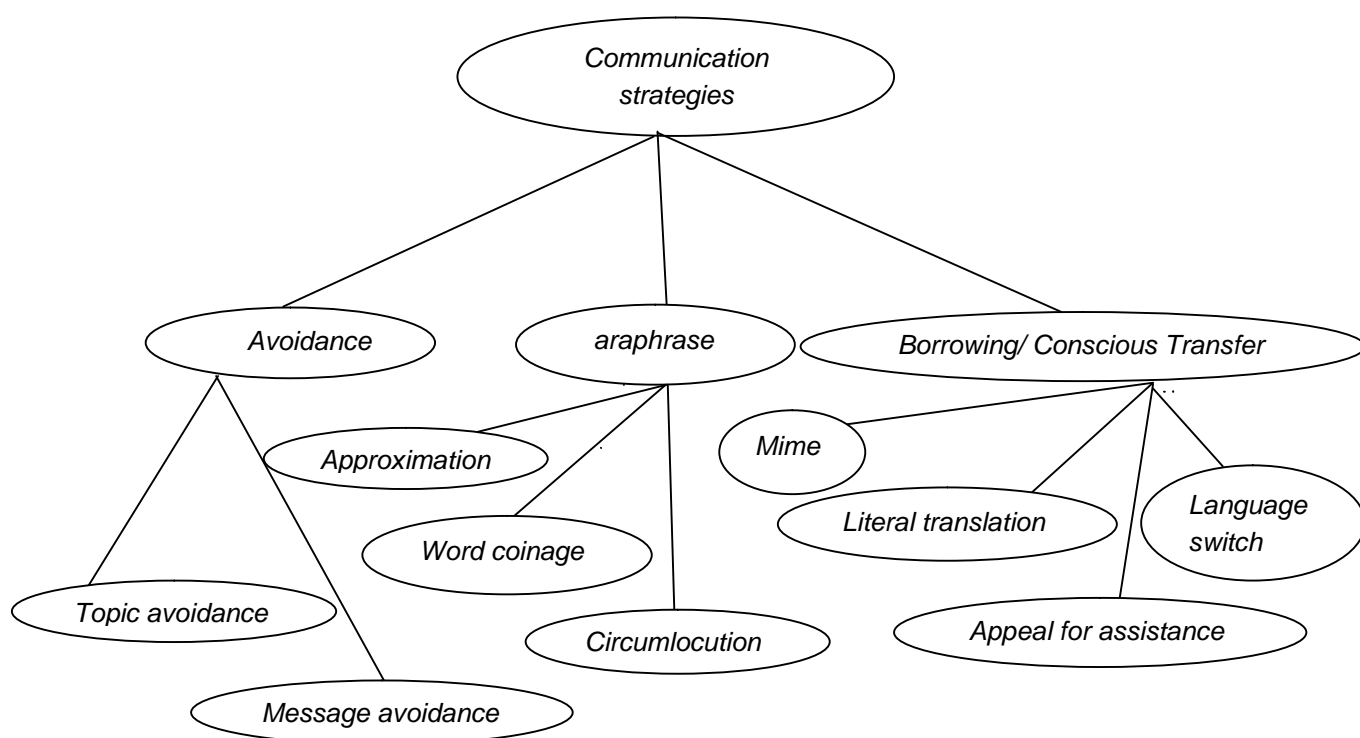
On the contrary, according to Fraech and Kasper's (1983) 'psycholinguistic' definition, CSs are related to individual user's experience of communicative problems and the solutions they pursue whether these solutions are co-operative or non co-operative. In this respect, Fraech and Kasper(1983, p.83) define CSs as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". According to this definition, Faerch and Kasper locate CSs with in a general model of speech production. They used the word 'individual' rather than 'learner' meaning that it can be applied to L1 users as well as L2. To quote Ellis (1996, p. 396) "the communication strategies (CSs) that learners use to overcome the inadequacies of their interlanguage resources". Ellis suggests that CSs can be seen as a set of skills, which learners use in order to overcome their inadequacies in their target language. When learners fail to communicate because of their limited knowledge in the target language they have to find a way to communicate in other ways. For example: by imitating sounds, code switching or avoiding the topic. Similarly, according to Gass and Selinker (2009) there are manly three components that are included in the notion of communication strategies: problematicity, consciousness and intentionality. Here, problematicity refers to that the learner must recognize a problem in communication. Consciousness means that learner must be aware of the fact that they are doing something to overcome that problem. Intentionality means that the learner makes choices about various options they have.

Viewing from the different perspectives, different scholars approach the definition of CSs with different emphasis. Although various scholars defined communication strategies variously the theme of them is to solve an emerged communication problem by applying some kinds of techniques. To conclude ,the term communication strategies was coined in the SLA literature to make references to all those technique language learners use to overcome linguistic problems confronted when trying to communicate in a foreign language with a reduced interlanguage system

2.1.7 Types of Communication Strategies

In fact, communication strategies have been defined and classified differently by different researchers in different types on the bases of different approaches. Among the various classifications, it would be essential and appropriate to mention mainly Tarone's (1980) classification of CSs and some of the others. Tarone's (1980) classification of communication of strategies is shown in figure as below:

Fig. No.1 Tarone's taxonomy of communication strategies (1980, p.429)



Tarome's typology comprises of several categories including: a) avoidance which is divided into 'topic avoidance' and ' message avoidance'; b) paraphrase includes approximation, word coinage and circumlocution; and transfer comprises of literal translation, language switch, appeal for assistance and mime. Generally, According to Bialystok (1990), the varieties of taxonomies proposed in the literature differ primarily in terminology and overall categorizing principles rather than in the substance of specific strategies.

In common, the classifications of the most common CSs adapted from Tarone (1977), Faerch and Kasper (1984) and Willems (1987) within a single framework to provide the basic theme of CSs with most dominant CSs are more systematically presented in the following table.

Table No.1
The Communication Strategies within a single framework

Avoidance or Reduction Strategies		
1.	Message Abandonment: the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up.	Avoidance
2.	Topic Avoidance: the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons.	
Achievement or compensatory strategies		
3.	Literal translation: the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2.	Interlingual Strategies (strategies that involve transfer from L1 to L2)
4.	Borrowing or code switching: the learners use an L2 word or phrase with an L1 pronunciation.	
5.	Foreignizing: the learners utilize an L1 word or phrase by morphologically or phonology adjusting it to an L2 word.	
6.	Approximation or Generalization: the learners employ an L2 Word which is semantically in common with the targeted lexical item.	
7.	Word coinage: the learners coin a non-existing word by overgeneralization.	
8.	Circumlocution: the learners describe or exemplify the action or object instead of using the right L2 structure or item.	
9.	Use of all-purpose words: the learners use a general word to fill the vocabulary gaps.	
10.	Self-repair or restructuring: the learners establish a new speech plan when their attempt fails.	
11.	Appeal for assistance: the learners turn to partners for assistance (e.g. Do you understand?; Can you more slowly?; What do you call?).	
12.	Stealing or Time-gaining strategies: the learners employ such hesitation devices as fillers or gambits to gain time to think.	

Finally, in order to embrace a comprehensive inventory of strategies, the model by Dornyei and Scott (1997) and the two taxonomies by Tarone (1081), Faerch and Kasper (1983a) are combined with three CSs from Parbakht's taxonomy

(1985) along with three newly found ones that emerged in the local context of the study. The later emerged strategies are named 'example sentences, writing or spelling words and dictionary check'. The integrated model of CSs is shown in below:

Table No.2

The Integrated Model of Strategies (Notash, 2012, p. 152)

Direct strategies	Functional Reduction strategies	Propositional Reduction	Topic Avoidance
			Message Abandonment
	Achievement Strategies	L1/L3 based Strategies	Code-switching
			Literal Translation
		IL-based Strategies	Description
			Exemplification
			Restructuring
			Usage of All-purpose Words
			Use of All-similar Sounding Words
			Omission
			Retrieval
			Self-repair
			Self-rephrasing
			Demonstration
			Antonymy
Synonymy			
Example sentences			
Writing or Spelling Words			
Other Repair			
Indirect strategies	Achievement Strategies	IL-based Strategies	Use of Fillers
			Self repetition
			Other repetition
			Verbal Strategies Maker
Interactional strategies	Achievement Strategies	Cooperative Strategies	Direct Appeal
			Checking Dictionary
			Asking for Repetition
			Asking for Clarification
			Guessing
			Expressing Non-understanding
			Asking for Confirmation
			Interpretive Summary
			Comprehension Check
Response: Confirm			
Response: reject			

To conclude, these CSs help the learners to establish, maintain and organize the efficient communication. They are the natural part of interaction. So, both native speakers and nonnative speakers use them when they encounter a production problem in communication.

2.1.8 Approaches of Communication Strategies

At the early stages, CS research involved controversies for defining communication strategies. In order to define CSs, the discussion was expanded to construct a variety of approaches that helped researchers to define CSs. A numbers of approaches have contributed to provide insight into the field of communication strategy studies, including traditional approach, interactional approach, psycholinguistic approach, process oriented approach, and broadened approach. As each approach has set out the framework of CSs variously, their endeavour allows researchers to explore the field of CSs in several ways. According to Numata (2009, pp. 28-36) there are five types of approaches that are briefly dealt in below:

a. Traditional Approach

Traditionally, communication strategies have been taken from the notion of problem-orientedness. Putting it in another way, CSs were viewed as tactics that compensate for gaps between the interlocutors. Their problem-oriented origin can be seen in early definition of CSs as "potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular goal"(Fraech & Kasper, 1983, p. 36 as cited in Wei, 2011, p. 12). So, according to Fraech and Kasper, CSs occurs in either planning or execution phases. The use of communicative strategies in planning phase occurs when a speaker encounters communication difficulties because of his or her limited linguistic knowledge. In the execution phase a speaker is assumed to have certain knowledge, still s/he faces difficulty in uttering it, and thus the quality and frequency may be affected. This type of CSs use in the execution phase can

be observed in native speakers' communication. Therefore traditional view seems to be useful for both L1 and L2 speakers.

b. Interactional Approach

In comparison to the traditional approach, this approach emphasizes the interactional aspects. Regarding the emergence of CSs in interactional approach, Ellis (1996) says "the study of CSs in an interactional approach begins with Varadi (1980)" (p. 396). Similarly, Tarone (1980, p. 419) defines communication strategy as "a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared". The CSs are interactional in nature. In fact, they reflect learners attempt to make themselves understand to their interlocutors. Hence, the central theme is the joint negotiation of meaning in an interaction.

In this approach, learners are mutually trying to keep the conversation smoothly flowing. Therefore, this is sometimes called a cooperative strategy. The interactional approach includes both reduction strategies and achievement strategies that are typically shown in the approach favored by some researchers. When thing go wrong in conversation, both interlocutors try to come up with an appropriate communication strategy to get out of the difficulty. Tarone (1980, p. 418) claims that CSs involve both speaker and learner, and when these participants upon a problem in understanding each other they fall back on three main types of CSs: avoidance, paraphrase, and transfer. Appeal for assistance and mime are also mentioned by Tarone in her typology of CSs (1981, p. 286).

Aston (1993, as cited in Begovic, 2011, p. 6) is also a researcher who is concerned with understanding what happens between the speaker and the listener in the conversation. He focuses on conversational situations in which speakers create 'support' meaning 'shared attitudes to an experience which the participants have in common, typically expressed through routines of agreement' and 'solidarity' meaning shared attitudes to an experience that is

specific to only one participant, which is communicated through routines of affiliation, compliments and apologies'. Similarly, a study by Bialystok (1990) also comes under this approach as she forwarded her ideas on the interactional aspects of communication and emphasized the social strategies as by Tarone.

Finally, it seems worth to mention the definition by Tarone (1980) as the conclusion of this approach, who suggests that communication strategies are seen as "tools used in a joint negotiation of meaning in situations where both interlocutors are attempting to agree as to communicative goal"(p. 420).

c. The Psycho-Linguistic Approach

The psycholinguistic approach mainly deals with the psychological aspects that are occurring within the learners, and holds the belief that learners are either aware or not aware of the fact that they have a plan when it comes to solving a problem in order to make themselves understood .Ellis (1996, p. 398) mentions that the psycholinguistic approach is illustrated by the work of Faerch and Kasper. The work of Faerch and Kasper (1983, p. 34 as cited in Ellis,1996, p. 398) presents the two different phases within a general model of speech production in which two phases are identified :a planning phase and execution phase. The aim of these phases is to help the learners to develop speech which can be executed and allow the speaker to achieve his communicative goal (Ellis, 1996, p. 398). Mostly, CSs are seen as part of planning process. They are called upon when learners experience some problem with their initial plan which prevents them from executing it. In fact, the goals which are designed are related with the activity of communication. In this approach, problem-orientedness and consciousness are supposed as the main criteria to specify the communication strategy. Here, problem-orientedness sets the goal of strategy and the product of execution phrase as a solution to the problem.

According to Faerch and Kasper (1983) learners tend to apply two types of CS while confronting with a problem in communication:

they can either choose to apply avoidance strategy, meaning that the learners can change their original communicative goal using a reduction strategy or they can apply an achievement strategy and try to go through with their original communicative goal and create some sort of an achievement strategy (as cited in Ellis, pp. 398-399).

In addition, Ellis (196, p. 398) further suggests that reduction strategies are further divided into 'formal' and 'functional'. Formal reduction strategies deal with avoidance of particular L2 linguistic forms whether in pronunciation, syntax or in morphemes and functional reduction strategy deals with avoidance of specific types of functions such as speech acts, topics and some modality markers. Likewise, when learners employ the achievement strategies, they attempt to solve communicative problems by expanding their communicative resources instead of using reduction strategies to reduce the intended communicative goal. According to Ellis (1996, p. 398) the achievement strategies are, again, divided into 'compensatory strategies' and 'retrieval strategies'.

Faerch and Kasper (1984, as cited in Begovic, 2011, p. 7) refer the following types of achievement strategies:

- a. Code-switching
- b. Foreignerization
- c. Substitution
- d. Generalization
- e. Description
- f. Exemplification
- g. Word coining
- h. Restructuring

To conclude, this approach mainly focuses on the cognitive psychological and mental aspects of learners at the process of communication in order to maintain

the communication continuous and obtain the proposed communicative objectives by avoiding the obstacles and applying alternatives. So, the psycholinguistic approach is oriented from a speech production model.

d. The Process-Oriented Approach

This approach focuses on the role of cognitive processes underlying CS use, and such emphasis is placed over the resulting products. On the contrary of the above mentioned approaches, Poullisse (1994, p. 620 as cited in Numata, 2009, p. 34) asserts that "they (the early approaches) are insufficiently related the theories of language use or development, so that studies which adopt them cannot provide much insight into the cognitive processes underlying CS use". In this view, the process-oriented approach focuses on learner types as a crucial factor which affects the selection of CSs.

Numata (2009, p. 34) assumes that this approach enabled researchers to categorize a variety of CSs into two groups, which are 'conceptual strategies' and 'linguistic strategies'. Kellerman (1991, p. 149 as cited in Numata, 2009, p. 34) defines the term 'conceptual strategies' as how speakers "manipulate the concept so that it becomes expressible through their available linguistic resources". Furthermore, Numata (2009) suggests that 'conceptual strategies' are divided into 'analytic' and 'holistic' depending on the learner type. Similarly, in case of 'linguistic strategies', what Numata states is linguistic strategies involve 'morphological creativity' and transfer'.

This process-oriented approach seems to be workable in examining learners' CS use as placing an emphasis on their cognitive processes where learners' cognitive type is regarded as a crucial determinant of their CS use.

As a conclusion, this approach gives more emphasis on the learners' cognitive type in the CS use.

e. The Broadened Approach

This approach is more recent approach to define the communication strategies. to discuss about the broadened approach, Numata (2009, p. 36) mentions that a broadened approach was proposed by Dornyei and Scott (1995a,1995b). Their extended taxonomy is based on ones developed by Tarone ,and Faerch and Kasper, but it is concerned with "how CSs contribute to resolving conflict and achieving mutual understanding "(Dornyei and Scott, 1997, p. 198 as cited in Numata ,2009, p. 36). It is divided into three categories according to the manner of problem management as "direct strategies", "indirect strategies" or "interactional strategies" (Numata, 2009, p. 36). According to Numata (2009) direct strategies refer to any strategies used when a speaker lacks resources, and consists of any moves used in order to assist speech production; thus most of the CS types found in the previous taxonomies are classified into this type. On the other hand, indirect strategies do not directly work to solve problem; rather indirect strategies are used to create mutual understanding. In addition, "interactional strategies" involve co-operative exchange between two or more than two interlocutors to overcome problems. Therefore, the broadened approach allows for the classification of CSs in terms of problem-solving mechanisms. That is to say, this approach focuses on how speakers solve their own problems or others' problems in an interaction.

This present study being based on these approaches provided the value to the notion of communication strategies and use of CS. As CS studies have EA origin; the learners of second language tend to face obstacles and try to overcome these obstacles by seeking alternatives in communication. They encounter communication problems primarily due to inadequacies in their interlanguage, lack of the plenty of target language exposures, lack of authentic materials, qualified teachers, fear of being laughed at etc. Because of these reasons, it can be said that the majority of the students do not seem to participate in communication in their classroom in our many government schools and private schools. In this respect, this study was assumed to provide

justice to the different types of students and their choice of communication strategies, the prime aim of making the choice of CSs is to bridge the gaps between interlocutors and facilitate the mutual comprehensibility in communication. Hence, my study on communication strategies adopted by students' was seen to be appropriate to identify the types of CSs employed by +2 science stream students and motivate them to build risk-taking personality.

To sum up, the theoretical background of CS studies provides the fundamental basis to my present study. As CSs are related to 'output' i.e. production of language, they are production oriented. They are studied in second language acquisition.

2.2 Review of Empirical Literature

It is obvious that the great numbers of research works have been conducted on various aspects or factors related to the teaching and learning strategies in our department, there is no research carried out through case study design on 'communication strategies adopted by students'.

Thus, this is the first endeavour of carrying out a research work on 'communication strategies adopted by students' through case study in our Department of English Education, Kirtipur, Kathmandu. I have gone through some of the previous researches and reviewed them in order to collect some essential ideas and information.

Dahal (2008) carried out a research on 'Communication strategies used by secondary level English teachers and students'. The main purpose of her study was to find out the type of communication strategies used by secondary level English teachers and students and analyse them in terms of their frequency. She used interview and observation as the research tools. As a result, she found out that guessing is the most frequent strategy used by the students, whereas simplification is more useful communication strategy applied by the teachers to make the students understand. In the same way, Ghimire (2011) conducted a research on 'Communication strategies used by higher secondary level

students'. The purpose of the study was to find out the type of communication strategies used by the students. She employed the simple random sampling; and the observation form and the questionnaire were used as the research tools. In fact, what she found was that nearly 75% students preferred to ask questions to their teachers if they do not understand the lesson.

Dhakal (2012) carried out a research on 'Communication strategies adopted by teachers and students at B. Ed level'. The chief purpose of her study was to investigate the types of communication strategies adopted by B. Ed level teachers and students. She has employed the purposive non-random sampling. In order to collect the data, she has used the questionnaire and observation as the main research tools. The majority (97%) of the students understand the lesson clearly if the teacher teach them with examples and forty percent of the students find translation as the most difficulty communication strategy.

At last, this present study could be regarded as the milestone in the field of communication strategy because it is a new venture in itself. It differs from the previous studies in the sense that it tries to investigate into the types CSs adopted by +2 science stream students through case study which has reminded to be studied systematically.

2.3 Implication of the Review for the Study

The literature review is an essential as well as integral part of the entire process of research which contributes to provide insight in almost each and every operational step while conducting the research work. The key role of literature review is to ensure researcher to study widely around the subject areas in which you intend your research study. In this regard, I would like to present some salient implications of the literature review for my study in the following points:

- a. Firstly, it provided the theoretical background to the study and broadens the knowledge in the research area.

- b. Secondly it helped to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of the knowledge.
- c. Similarly, review of the empirical literature helped to conceptualize and develop the conceptual framework and to bring clarity and focus to the research questions. It assisted to improve the methodology as well as to contextualize the findings.
- d. Review of the different approaches of CSs, factors affecting the choice of CSs, communication breakdowns and use of CSs, types of communication and criteria for CSs helped me to acquaint with different dimensions of communication strategies which are the crucial elements of my study and with the importance of CSs use by the students in their classroom interaction to be communicatively competent and enhance the proficiency in English.
- e. Similarly, review of the literature provided me the guidelines for developing the data collection tools like observation checklist and procedures and to conceptualize the systematic research process. The critical review of the literature made the researcher aware of the possible shortcomings of the study which worked as the guidelines to develop the data collection tools, and select the sampling population and sample.
- f. It helped me to identify the types of CSs employed by the students like as paraphrase, avoidance, transfer and so on.
- g. It helped me to differentiate CSs from other strategies on the basis of the criteria for communication strategies and to identify the factors affecting the choice of CSs use as well as different nature of learners like risk taking, risk avoiding, analytic and so on.

2.4 Conceptual Framework

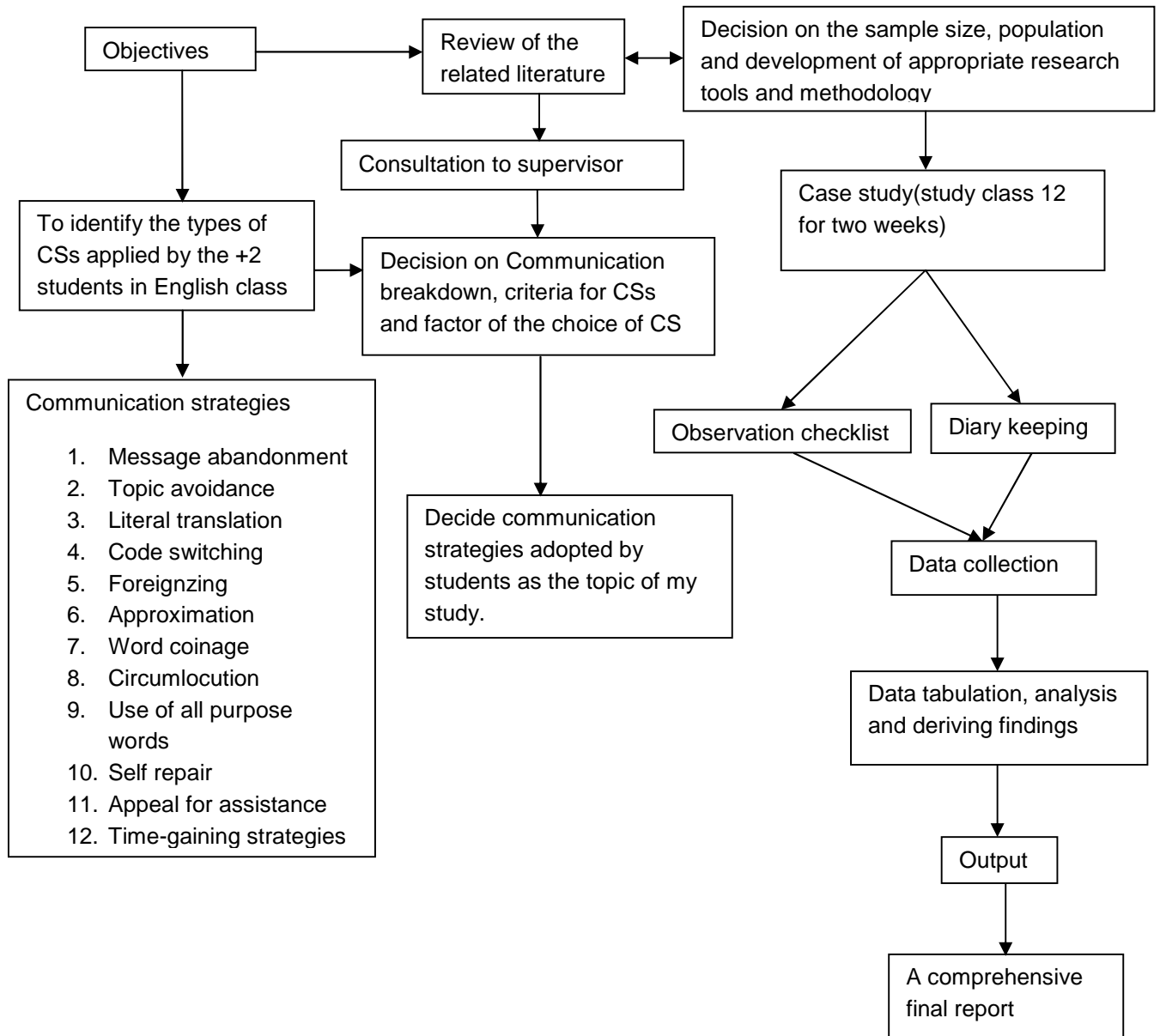
The conceptual framework is the roadmap of the researcher to conduct a research in their field of interest. In this regard, first of all, I selected '**communication strategies**' as my field of interest. After that, I talked to my supervisor and got the permission about my interested field of interest to conduct my research. I consulted the books, articles, journals and internet resources related to CSs use. Then, I decided the topic '**Communication Strategies Adopted by Students**' and got the permission to carry out the research on it. I decided the research problems regarding the types of CS employed by +2 science stream students. Likewise, I decided to choose the Case study to find out the current trends of +2 science stream students for the selection of CS types in communication in their classroom when faced problems in their mutual understanding. I decided section "A" of science students in class twelve as the case of my research work. Then, I prepared observation checklist and diary as the main research tools of my study. After developing research tools, I went to Laboratory Higher Secondary School, Kirtipur to get the permission and started to collect information using my research tools. Further, the collected data presented, analysed and interpreted quantitatively by using simple statistical tools and descriptively using language. At last, findings were drawn and implications were recommended at three levels.

A conceptual framework is the representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. While conducting this research, I consulted different theories, literatures etc and developed my conceptual framework. The study on "Communication strategies adopted by students" was also based on the conceptual outline.

The overall conceptual outline regarding this study could be seen in the following diagrammatic presentation apperantly.

Fig. No.2

Diagrammatic Form of Conceptual Framework



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

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

3.1 Design of the Study

This present research work was based on case study design. Case study is the research design that has to be carried out in a small scale. It is an in-depth investigation of an instance in which it occurs. The case study researcher typically observes the characteristics of an individual unit. Here, a case may refer to a person, a group, a class, a school or a community. Case study, as an empirical inquiry, is widely employed in some areas of psychology such as clinical psychology which studies and aims at to treat abnormality. Similarly, case study has also been using mostly in education, health sector, second language acquisition and so on. At the same time, it is getting popular as it treats the abnormal behaviours of students. To be specific, it is the study of an instance in an action in its real context. Mostly, case studies are longitudinal in nature as they investigate into a case over a period of time. In this way, we can define case study as an in-depth longitudinal study of a single instance in a natural environment. To quote Nunan (1992, p.79)" case study is the investigation of that single instance in the context in which it occurs". For him, it is methodologically hybrid study since it utilities a range of methods for data collection and analysis of them. Similarly, in the words of Kumar (2009, p.113) case study means" the case method is an approach to studying a social phenomenon through a thorough analysis of an individual case". For him, Case is an intensive analysis of a social phenomenon by minutely observing a case in the natural setting.

It differs from other types of research designs such as experimental research, quasi-experimental research, survey research and so on. It can be distinguished

from quasi-experimental and experimental research in terms of the sample size, setting, manipulation of the variables, mode of data collection and analysis and nature of data. That is to say, in experimental and quasi-experimental research, there is a large sample size, control over the variables, test as data collection tool, quantitative data and more statistical analysis, whereas there is a single instance as a simple size, no manipulation of variables, observation and interview as the research tools, qualitative data, more descriptive analysis and takes more time to conduct an investigation in case study. Similarly, case study also varies from survey research in terms of the time framework of the study, sample size, nature of data and nature of research. More specifically, survey studies are more superficial, cross-sectional, hypothetico-deductive and carried out in a large scale whereas, case study is very intensive, longitudinal, hypothetico-inductive and conducted in a small scale. Data are generally quantitative in survey research but they are more qualitative in case study. In fact, it provides detailed factual information regarding the case. So, it is strong in reality. The purpose of conducting case study is to investigate intensively into the background, current status and environmental interaction of the unit. Regarding the types of case study, Srurman (1999, p 107 as cited in Cohen at al.2010, p.255) identifies four kinds of case study which are given below:

- a. An ethnographic case study.
- b. Action research case study.
- c. Evaluative case study.
- d. Educational case study.

It would be better to mention some of the characteristic of case study as stated by Hitchcock an Hughes (1999, p.322 as cited in Cohen at al.2010, p.2053)

- a. It is concerned with a rich and vivid description of events relevant to the case.
- b. It provides a chronological narrative of events relevant to the case.
- c. It blends a description of events with the analysis of them.
- d. It focuses on individual actor or groups of actors and seeks to understand their perception of events.

- e. It highlights specific events that are relevant to the case.
- f. The researcher is integrally involved in the case
- g. An attempt is made to portray the richness of the case in writing up the reports.

Therefore, to summarize the ideas case study is a fairly intensive investigation of a single unit which portrays the reality of a selected case in the natural environment.

My study was based on the case study. Since my study is aimed at investigating the current status of +2 science stream students' CSs use in communication in class, I opted the case study to investigate intensively into the communication strategies adopted by students which is less possible through the other research designs. The case study is a research carried out to investigate the different variables related with the case in natural setting. In this regard, it was not possible to identify/study the variables like the various factors affecting the choice of CSs selection, various types of communication breakdowns , various types of CSs and other through the surface study. Hence, to study these variables, there was a profound need of case study as an appropriate research design. For the conduction of my study, I applied non random purposive sampling to select the science student of class twelve to fix the sample size. Similarly, I decided and developed the observation checklist and diary as the research tools for data collection. I went to Laboratory Higher Secondary School, Kirtipur and got the permission from principal to carry out my study. After establishing rapport with class teacher and explaining him my purpose of study, I made non participant observation of the class twelve in the English period. I used the structured observation checklist and diary for gathering information about CSs used by students in class. Since my study is based on case study, the data were qualitative in nature. So, I made description of data using language and simple statistical tools like frequency and percentage to present collect data in comprehensive way. The presented data were presented in tables. I conducted a case study to investigate into communication strategies

adopted by students in which I followed the same procedures that is preferred by the case study.

3.2 Population and Sample

The population of the study was all the students of higher secondary level in Laboratory higher secondary school, Kirtipur. It is necessary to investigate the types of CSs used by +2 science stream students as they are the growing nation's great intellectual man power and identify their communicative command in English. The sample size of my study was all the thirty science students of section "A" in class twelve. I selected all the thirty science students of section "A" of class twelve because section "A" was regarded relatively more talent in study which I thought appropriate to choose as my research unit to be studied in order to identify the types of CSs used by them.

3.3 Sampling Procedure

The sampling procedure of this research was non-random purposive sampling. I chose this type of sampling because my unit of research to be studied was section "A" of science students in class twelve. Since the nature of my study is case study it was very hard and less possible to study intensively all the classes of higher secondary level .So, I decided to select section "A" of science students of class twelve in order to investigate intensively into the types of CSs used by them for fifteen days.

3.4 Data Collection Tools

Research tools are the key elements of any research work. Observation and diary, as chief tools of my study for data collection, were expected to measure what they supposed to measure. They can be said valid in the sense that they were primarily based upon the logical link between the items/questions in my research tools and objectives of my study. In fact, the observation checklist was prepared according to the typologies presented by Tarone (1980), Faerch & Kasper (1984), Dornyei & Scott (1997) and objectives of my study. Moreover,

the validity of the research instruments is justified on the basis of logical judgement of experts. I applied diary keeping and observation checklist to elicit the in-depth factual information by observing English classes of students regarding the use of CSs. To be specific, observation checklist was the best systematic, selective and purposeful to collect the objective information and diary was used when new communication strategies that were not mentioned in observation checklist were found while observing the classes to obtain the authentic as well as real information on CS use. In this sense, I used diary and observation checklist as the valid research tools for eliciting information about CSs use by higher secondary level students.

3.5 Data Collection Procedures

I followed the following procedures to gather data for my research purpose:

- a. Firstly, I went to the field and established the rapport with the concerned authority.
- b. Then, I asked for permission with the authority (Principal of Laboratory Higher Secondary School) and explained him the purpose of the research.
- c. After getting permission from Principal, I established the rapport with English teacher and explained him the purpose of my research.
- d. After that, I developed and elaborated observation checklist and diary as research tool of my study for data collection and selected class twelve using non-random purposive sampling as a simple size
- e. I observed the fifteen classes of science students in English period in classroom to investigate the types of communication strategies adopted by them by using observation checklist and keeping diary for fifteen days.
- f. Finally, I thanked the concerned authority and the respondents for their cooperation and assistance.

3.6 Data Analysis and Interpretation procedure

The collected data were analyzed and interpreted qualitatively / descriptively using language and simple statistical tools like percentage. The data analysis process was initiated with the coding and minute analysis of collected data. Data analysis process can be seen as the process of bringing order, structure and meaning of the total collected data. In this study, data analysis involved breaking data into the manageable themes and patterns to comprehend the diverse range of elements of the raw data collected during the field study of this study. The prime focus of the analysis of raw data is to gain insight into the various CSs and their application by the students in their English class. For this purpose, this study more specifically intended to describe the CSs used by the science students in their communication with each other and teacher in English class. In this study, there were two types of research tools which were used to collect data viz. observation checklist and diary. Keeping all the question items presented in the observation checklist were individually dealt as they carried a single thematic idea. The major categorizations of the data were done into twenty five groups according to the question items in observation checklist. The raw data were intensively processed, put in a tabular form, tallied and converted into frequency and percentage. I applied mix method for the analysis of information collected during the class observation. Moreover, I generally applied descriptive and statistical approach to analyse the collected data.

CHAPTER- FOUR

RESULTS AND DISCUSSION

This chapter deals with analysis and interpretation of data collected in course of my class observation in detail. In the same way, discussion of the result based on the data is also the content of this chapter.

4.1 Results

The purpose of this study was to investigate into the communication strategies used at higher secondary level particularly in English medium school. Furthermore, this study also aimed to find out the types of CSs used by students in their interactions as they encountered different types of communication problems in order to recover communication gaps and establish mutual understanding.

From the minute analysis of the data collected during class observation in class twelve, some of the major findings are derived below.

- a. The total instances of CSs are one hundred and sixty three which were employed by students to overcome the communication difficulties in their interaction in English class. Similarly, approximately in all the time, most of the students employed the achievement strategies which were 96.93 percentage of frequency of the entire strategies used in students' communication and only 3.07 percentage of frequency of strategies used was taken by reduction strategies i.e. by topic avoidance strategy.
- b. The application of CSs was greatly affected by variables like the nature of teaching item, students' personality, task of interaction, communication context, teacher role, students' language proficiency and so on.
- c. During the class observation, it was found that the students made use of thirty eight types of CSs in their interaction as per the nature of the task of interaction in English class. These were: guessing, asking,

simplification, synonymy, paraphrase, antonym, definition, exemplification, translation, description, code-switch, mime, substitution, illustration, explanation, use of first language, topic avoidance, word coinage, repetition, asking questions, demonstration, restructuring, generalization, time gaining, use of all-similar sounding words, checking dictionary, spelling words, self-repetition, ask for repetition, use of comprehensive check, ask for conformation, expressing non-understanding, circumlocution, asking for clarification, use of fillers, self-repair and interpretive summary.

- d. Among the thirty eight types of CSs, only ten strategies were employed by the students to know the new words used by their teacher in class. Within these ten strategies also, two strategies such as ‘simplification’ and ‘translation’ were more frequently occurred in students’ interaction which covered 13.23 percent of the total strategies used by students to know the new words used by teacher in class respectively.
- e. All the strategies that students applied to provide the meaning of the new words in communication were seven types wherein ‘use of mother tongue’ was used as major communication strategies which covered 31.25 percent of the total strategies.
- f. Out of six strategies that students preferred to convey information in their interaction in class, 29.41 percent and 26.47 percent of strategies were captured by ‘translation’ and ‘code-switch’ respectively.
- g. In various types of communication strategies, the students felt some strategies difficult to use in their communication in class where were of nine types. Out of these strategies, the highly difficult strategies felt by students were ‘interpretive summary’ and ‘translation’ which covered 20.51 percent and 17.95 percent respectively.
- h. Altogether seven types of CSs were used by students to learn the difficult parts of the lesson through the medium of discussion. Out of these strategies, the most repetitively used strategy was ‘simplification’ which covered 25.93 percent of strategies used for learning difficult parts of

lesson by interacting with each other and with teacher in class, whereas 'ask for repetition', illustration, and 'ask for clarification' were found of using near equally in class.

- i. Among seven types of CSs used for removing confusion regarding answer in class, the most highly occurred strategies in students' interaction for removing confusion in answers in class were 'ask for confirmation', answer in mother tongue', and 'use of conformation' which covered 22.58 percent and 19.35 of strategies employed in class respectively.
- j. Regarding the strategies used to express the meaning of new vocabularies while unable to convey exact meaning of them in their interaction in class, the students employed nine types of CSs in which the most frequently used strategies were 'use of mother tongue', 'explanation', and 'time gaining' which took 23.08 percent, 20.51 percent and 15.38 percent of strategies used in class respectively.
- k. Teacher was found of using different CSs while interacting with students about various teaching items in class. Out of these different CSs used by teacher, 'simplification' and 'use of mother tongue' were used for twelve times and ten times respectively. All together, teacher mostly employed eight types of CSs in his interaction with students in class.
- l. During the students' interaction in class, they were found to use various sorts of CSs. Out of these strategies, the more preferred strategies by the students were 'mime', 'appeal for assistance', and 'time gaining' which carried 18.33 percent, 15 percent and 15 percent respectively.
- m. It was found from my class observation that teacher employed nearly seven CSs to make class more communicative in class. Out of these strategies, 'asking questions' and 'exemplification' were used as the major strategies which were equally used for ten times.
- n. Approximately six CSs were employed by students in order to make each other understand about lesson in the absence of their teacher in class. In this regards, 'interpretive summary' was seen as most dominant strategy

which covered 30.77 percent of strategies used in class. The second major strategies were 'use of mother tongue' and 'simplification' which occurred equally for five times and occupied 19.23 percent of strategies used in students' interaction about lesson for making each other understand in the absence of their teacher equally.

- o. Total seven types of CSs were employed by students while there were the situations of breaking down smooth conversation in class. 'Time gaining' was used for nine times as the major strategy. As such, 'code-switch' and 'use of discourse fillers' were used as the second major strategies in students' communication in class. Similarly, it was found that students were seen unable to keep smooth interaction with each other in many times in class. They attempted to keep smooth interaction by using mainly four CSs. Out of these CSs, the majority of the students used 'time gaining' as the major strategy in communication in class to keep communication going on.
- p. Students were found of using five types of CSs to overcome pronunciation problems in their communication in their class. Among them, 'self-repetition', 'spelling words' and 'time gaining' were mostly applied by the students as the major strategies which covered 32.26 percent, 29.03 percent and 25.81 percent of the entire strategies used for overcoming difficulties regarding pronunciation in communication in class
- q. Altogether four types of CSs used to overcome the problems regarding listening in students' communication in class wherein 'ask for repetition' was repeated for thirteen times as the major strategy. As such, 'use of comprehensive check' and 'ask for confirmation' also accompanied 'ask for repetition' as second major strategies.
- r. Most of the time 'time gaining', 'ask for assistance' and 'restructuring' were used by students as first, second and third major strategies to solve grammatical problems that appeared in students' communication in class. Total seven types of CSs were used in interaction in class.

- s. Majority of the students made equal use of ‘time gaining ‘ and ‘topic avoidance’ as the major CSs to express their intended information when they had a worry about making errors and being criticized in front of the teacher in class. For this purpose, altogether five types of CSs were used in interaction in class.
- t. The students employed seven types of CSs to solve the discourse problems that occurred in their interaction in class. Out of these strategies, use of fillers’ and ‘ask for clarification’ were used as first and second major strategies respectively.
- u. Among four types of CSs used by students to remove confusions regarding teacher questions in class, the students mostly made use of ‘use of mother tongue’ as major strategy which was accompanied by two other strategies viz. ‘appeal for assistance’ and ‘ask for clarification’.
- v. For making each other convince on their views, students applied six types of CSs in their interaction in class. Out of them, ‘illustration’ and ‘restructuring’ were used as the first and second major strategies which covered 25.71 percent and 20percent of frequency of strategies in students’ communication for making convince each other on their views.
- w. Out of the six types of CSs used by students to confirm their possible answers in their interaction in class, students more often made use of ‘ask for clarification’ and ‘use of comprehensive check’ in class.
- x. The students, to some extent, having auditory problems made use of four types of CSs in their interaction with their friends and teacher in class. 41.18 percent, 35.29 percent and 23,53 percent portion of total strategies employed by students having auditory problems in their interaction in class were covered by ‘gesture’, ‘ask for confirmation’ and ‘self-repetition’ respectively.
- y. Altogether seven types of CSs used by poor (low proficiency in English) in interaction in class. The more repeatedly used strategies were ‘time gaining’ and ‘use of fillers’ which were used for eight times and seven times respectively. Similarly, seven types of CSs were preferred by

talkative students in their interaction in class. ‘Circumlocution’ and ‘use of comprehensive check’ were more frequently used by them in interaction in class.

- z. The teacher was found of using five various CSs for managing students’ interaction in class. The teacher mostly made use of ‘simplification’ and ‘use of comprehensive check’ as the first and second major strategy to facilitate students’ interaction.

4.2 Discussion

This heading is chiefly concerned with the analysis and interpretation of the collected data. The data collected from long intensive class observation on the CSs use were analysed and interpreted to investigate into the communication strategies adopted by the students and to find out the types CSs used by them in their English class. The analysis has been mainly carried out on the basis of information about the use of CSs collected during the class observation of this study.

For this study, I collected data through an elaborated observation checklist diary keeping. Since all the questions have carried a single gist while observing regarding the CSs use in interaction in class, they have individually dealt to meet the objectives of this study and data have been analysed and interpreted respectively. The class observation was conducted for fifteen days to investigate into the types of CSs used by the students in their interaction in class. The analysis of the collected data has been carried out as fairly as possible. Similarly, the analysis and interpretation of data have been carried out mostly descriptively and to some extent statistically.

4.2.1 The Strategies that Students Used to Know New Words Used by Teacher

In order to find out the strategies the students sought to know new words by teacher in English class, I used one question as parameter in observation

checklist on the basis of which CSs used by students in interaction in class were observed for fifteen days. The question item mentioned in observation checklist was “How do students tend to know new words used by their teacher”. In this regard, the students’ CSs application to know new words used by teacher were minutely observed and classified. For this purpose, all the CSs used by students can be summarized and presented in the following table.

Table No. 3

Strategies Used by Students to Know New Words Used by Teacher

S.N.	Strategies	Frequency	Percentage
a	Guessing meaning from context	5	9.80
b	Asking	4	7.84
c	Simplification	7	13.73
d	Synonymy	2	3.92
e	Translation	7	13.73
f	Repetition	4	7.84
g	Clarification	5	9.80
h	Comprehensive check	6	11.76
i	Spelling words	5	9.80
J	Defining	6	11.76
Total	10	51	100

In the above table, the first four strategies were observed using observation checklist and rest were observed as the students employed in their interaction in class and noted down in diary. The above table presents that the chief communication strategies were ‘simplification’ and ‘translation’ which were used for seven times in class. That is to say, these strategies covered 13.73 percent of the strategies used by the students to know new words produced by teacher respectively. Similarly, ‘guessing meaning from the context’, ‘clarification’ and ‘spelling words’ were used in communication for five times

where each strategy covered 9.80 percent equally respectively. Nearly, 11.76 percent of frequency of total strategies was captured by ‘use of comprehensive check’ and ‘defining’ respectively. ‘Asking’ and ‘repetition’ were also individually used for four times and covered 7.84 percent of the total strategies used to know new words used by teacher in class. Moreover, 3.92 percent of frequency of total strategies used was occupied by ‘synonymy’ in interaction in class.

4.2.2 Strategies Used by Students to Provide the Meaning of New Words

In order to find out CSs that students tend to use to provide the meaning of new words, I presented the question “which strategies do the students tend to use to provide the meaning of new words” in my observation checklist and diary as parameter to take into account the various conditions in which students made use of different CSs for providing meaning of new words and observed them. I kept the records of CSs that used in students’ communication to transmit meaning each other in class. The data regarding CSs use to provide the meaning of new words in students interaction in class have been summarized and presented in the table below.

Table No. 4
Strategies Used to Provide the Meaning of New Words

S.N	Strategies	Frequency	Percentage
a	Paraphrase	2	6.25
b	Antonym	3	9.37
c	Definition	5	15.63
d	Synonym	4	12.5
e	Use of mother tongue	10	31.25
f	Ask for assistance	5	15.63
g	Explanation	3	9.37
Total	7	32	100

In the above table, first four CSs were observed applying observation checklist and rest one were observed as they appeared in students' interaction in class and noted down in diary. This table presents that the chief CS that students applied was 'use of mother tongue' which was used for ten times in students' interaction in class. To be more specific, 31.25 percent of frequency of strategies used to provide the meaning of new words was covered by 'use of mother tongue'. 'ask for assistance' and 'description' were also seen to be used by students and each strategy occupied 15.63 percent of strategies used in communication in class. Similarly, students tended to use 'synonym' which took 12.5 percent of total strategies used for providing meaning of new words. Likewise, students were found to employ 'antonym' and 'explanation' in interaction in which each of them covered 9.37 percent of frequency of the total strategies. In the same way, students sometimes used 'paraphrase' which took 6.25 percent of frequency of total strategies.

4.2.3 Preferred Strategies to Convey Information

To find out the more preferred strategies that students employed to convey the intended information, the question item "which strategies do students usually prefer to convey information" was presented in observation checklist with four CSs. The strategies were 'exemplification', 'translation', 'description' and 'code-switch'. Different interactional conditions were taken into account and students' more frequently used strategies were observed and marked as well. Moreover, apart from the strategies mentioned in the observation checklist, some other naturally employed CSs to convey the information were also observed and noted down in diary. They were 'gesture' and 'explanation'. To be more specific, the students were found of using the strategies which are presented in the following table in table.

Table No. 5

Preferred Strategies to Convey the Information

S.N	Strategies	Frequency	Percentage
a	Exemplification	2	5.88
b	Translation	10	29.41
c	Description	2	5.88
d	Code-switch	9	26.47
e	Gestures	5	14.71
f	Explanation	6	17.64
Total	6	34	100

The above table depicts that in most of the time ‘translation’ was used and covered 29.41 percent of the total strategies used to convey the information in class. The students preferred to use ‘code –switch’ for nine times that covered 26.47 percent of the total strategies. Similarly, for six times, the students were found to make use of ‘explanation’ which was 17.64 percent of the frequency of the total strategies, whereas 14.71 percent was captured by ‘gesture’. Only 5.88 of the total strategies was taken by ‘exemplification’ and ‘description’ individually which we can say comparatively less frequent strategies in students’ interaction in class.

4.2.4 Difficult Strategies

In order to find out the strategies which were felt difficult by students, the students’ interactions over different topics like language skills, aspects, grammar, language functions and other were minutely observed taking them into consideration and marked as well. The strategies of which application students were seen in difficulty were paid attention for their observation in interaction in class. Total nine types of CSs marked as difficult strategies. These CSs are summarized and presented in the table below.

Table No.6

Difficulty Strategies

S.N	Strategies	Frequency	Percentage
a	Translation	7	17.95
b	Mime	1	2.56
c	Simplification	3	7.69
d	Substitution	5	12.82
e	Exemplification	5	12.82
f	Description	3	7.69
g	Interpretive summary	8	20.51
h	Circumlocution	3	7.69
I	Restructuring	4	10.26
Total	9	39	100

The above table shows that majority of the students felt difficulty in the use of ‘interpretive summary’ and ‘translation’ which covered 20.51 percent and 17.95 percent of total difficult strategies felt by students in class respectively. Similarly, in interaction, students equally felt difficult to use ‘substitution’ and ‘exemplification’ wherein each of them occupied 12.82 percent of the difficult strategies applied in class. As such, students also felt ‘restructuring’ and ‘circumlocution’ difficult to use in their communication which were 10.26 percent and 7.69 percent of the total difficult CSs. Likewise, students got in problems in the use of ‘simplification ‘ and ‘description’ in communication where each of them took 7.69 percent of frequency of strategies used in class. Only a single time, ‘mime’ was occurred in students’ interaction as difficult strategy.

4.2.5 Strategies to Learn the Difficult Parts of Lesson

The students' discussion over the likely difficult parts of the lesson was attentively taken into account while observing their interaction in class. In this context, the question "how do the learners learn the difficult parts of lesson" was presented in observation checklist with some CSs. Furthermore, some other strategies that appeared in course of class observation in students' interaction while learning difficult parts of lesson were also observed and kept records about them in diary. The entire CSs employed by students to learn difficult parts of lesson are presented in the table below.

Table No.7

Strategies to Learn the Difficult Parts of Lesson

S.N	Strategies	Frequency	Percentage
a	Illustration	7	12.96
b	Explanation	6	11.11
c	Simplification	14	25.93
d	Use of first language	7	12.96
e	Asking for repetition	8	14.81
f	Asking for clarification	7	12.96
g	Use of comprehensive check	5	9.26
Total	7	54	100

The above table presents that the major strategy employed to learn difficult parts of lesson was 'simplification' which covered 25.93 percent of the total CSs used in class, whereas 14.81 percent of frequency of total strategies used was taken by 'asking for repetition'. Similarly, 'illustration', 'use of first language' and 'ask for clarification' was also used in students' interaction in class in which each of them carried 12.96 percent of the total strategies employed for learning difficult parts of lesson. Moreover, students were found

to use ‘explanation’ and ‘use of comprehensive check ’ which took 11.11 percent and 9.26 percent of frequency of total strategies employed in class.

4.2.6 Strategies of Removing Confusions

In order to find out the strategies that students applied when they were not sure of their answer in interaction in class, their interactions were seriously observed and the situations where they got confused in answering the interlocutor’ questions were taken into consideration during class observation of this study. On the other hand, the different types of CSs were observed, marked and noted down on the basis of observation checklist and diary keeping while observing interaction in class. For removing confusions, students were found of using seven types of CSs in interaction in class which can be shown in table below.

Table No.8

Strategies of Removing Confusions

S.N	Strategies	Frequency	Percentage
a	Topic avoidance	3	9.68
b	Guessing	-	-
c	Ask for assistance	5	16.13
d	Answer in mother tongue	6	19.35
e	Ask for confirmation	7	22.58
f	Ask for repetition	4	12.90
g	Use of comprehensive check	6	19.35
Total	7	31	100

As above table shows, the most used strategy for removing confusions in answers in class was ‘ask for confirmation’ which carried 22.58 percent of the strategies used in class. Similarly, 19.35 percent of the total strategies were capitalized by ‘answer in mother tongue’ and ‘use of comprehensive check’ in communication wherein each of them used for six times. The next highly used strategy was ‘ask for assistance’ which was 16.13 percent of frequency of

strategies used in students' interaction. Likewise, 12.90 percent and 9.68 percent of the frequency of strategies was covered by 'ask for assistance' and 'topic avoidance' respectively but no one used 'guessing' as CS for removing confusions in answers in class.

4.2.7 Strategies to Express the Meaning of New Vocabularies

The students' interactions in their class were attentively observed on the basis of observation checklist in which there were four CSs that can be used for expressing meaning of new vocabularies. Some other CSs were also used in interaction which were observed and marked in diary in class. Moreover, the interactional situations where students were found unable to convey the exact meaning of new vocabularies were taken into account and use of various types of CSs to remove communicative difficulties in interaction was observed with great attention in class. The various types of CSs used by students to express the meaning of new vocabularies when they were unable to convey exact meanings of them in interaction in class are summarized and presented in table below.

Table No. 9
Strategies to Express the Meaning of New Vocabularies

S.N	Strategies	Frequency	Percentage
a	Topic avoidance	2	5.13
b	Word coinage	1	2.56
c	Explanation	8	20.51
d	Gestures	3	7.69
e	Time gaining	6	15.38
f	Restructuring	4	10.26
g	Use of mother tongue	9	23.08
h	Checking dictionary	3	7.69
i	Use of all-purpose word	3	7.69
Total	9	39	100

The above table shows that the two major strategies were ‘use of mother tongue’ and ‘explanation’ that were used by students to express the meaning of new vocabularies when they were unable to convey the exact meaning of them in class. They took 23.08 percent and 20.51 percent of frequency of strategies used in class. Similarly, 15.38 percent and 10.26 percent of the total strategies were occupied by ‘time gaining’ and ‘restructuring’ in class respectively. As above table displays, students also made use of ‘gestures’, ‘checking dictionary’ and ‘use of all-purpose word’ in class where each of them carried 7.69 percent of the frequency of strategies. Few students employed ‘topic avoidance’ which covered 5.13 percent of the total strategies used in class. Only a single student applied ‘word coinage’ which also took 2.56 percent of the frequency of the strategies.

4.2.8 Strategies Often Used by Teacher

In order to find out the teacher more frequent used strategies, the teacher’ interactions with the students were regularly observed and his application of CSs was marked on observation checklist and noted down in diary in class. The entire CSs used by teacher in his communication with students are presented in table below.

Table No.10
Strategies Often Used by Teacher

S.N	Strategies	Frequency	Percentage
a	Simplification	12	23.08
b	Repetition	5	9.62
c	Explanation	6	11.54
d	Definition	3	5.77
e	Use of mother tongue	10	19.23
f	Exemplification	5	9.62
g	Gesture	7	13.46
h	Asking questions	4	7.69
Total	8	52	100

The above table displays that 23.08 percent of the teacher’s use of CSs was occupied by ‘simplification’ in class. The teacher’s another more frequently used strategy was ‘use of mother tongue’ which carried 19.23 percent of the total strategies used in class. Similarly, 13.46 percent and 11.54 percent of teacher’s more frequently strategies were covered by ‘gesture’ and ‘explanation’. As such, teacher also made use of ‘repetition’ and ‘exemplification’ in class wherein each of them took 9.62 percent of frequency of total strategies used by teacher. Likewise the remaining strategies used by teacher were ‘asking questions’ and ‘definition’ which carried 7.69 percent and 5.77 percent respectively.

4.2.9 Students’ Mostly Preferred Strategies to Use in Communication

In order to find out the students’ mostly preferred strategies to use in communication in class, the students’ interactions with each other and with teacher were observed and the more frequent strategies used in interactions were observed and noted in the diary. The total preferred strategies that were used in class are presented in the following table.

Table No.11

Students Mostly Preferred Strategies to Use in Communication

S.N	Strategies	Frequency	Percentage
a	Paraphrase	5	8.33
b	Literal translation	8	13.33
c	Appeal for assistance	9	15
d	Mime	11	18.33
e	Repetition	6	10
f	Use of comprehensive check	7	11.67
g	Time gaining	9	15
h	Restructuring	5	8.33
Total	8	60	100

In the above table there are almost eight types of CSs preferred to use in students' interaction in class. As above table depicts, the majority of the students employed 'mime' for eleven times as their most preferred strategy which covered 18.33 percent of frequency of total strategies used in class. Students also made use of 'appeal for assistance' and 'time gaining' as their second most preferred CSs in interaction wherein each of them took 15 percent of frequency of total preferred strategies. Similarly, students preferred to use 'literal translation' for eight times which occupied 13.33 percent of total strategies, whereas 11.67 percent and 10 percent frequency of total preferred strategies were 'use of comprehensive check' and 'repetition' respectively. Likewise, 'paraphrase' and 'restructuring' were relatively less used in class which took 8.33 percent of total preferred strategies.

4.2.10 Strategies to Make Class More Communicative

During the class observation of this study, the teacher was found of using various types of CSs in order to make class more communicative which were minutely observed, marked and noted down in diary with greater consideration in class. The teacher used different CSs to stimulate and facilitate students when they faced any difficulties in interaction in class. The various types of CSs used to make class more communicative are presented in the table below.

Table No.12

Strategies to Make Class More Communicative

S.N	Strategies	Frequency	Percentage
a	Asking questions	10	20.41
b	Translation	4	8.16
c	Demonstration	4	8.16
d	Exemplification	10	20.41
e	Use of comprehensive check	7	14.29
f	Simplification	8	16.33
g	Ask for repetition	6	12.24
Total	7	49	100

From the above table we can say that the two major strategies namely ‘asking questions’ and ‘exemplification’ were employed to make class communicative for ten times in interaction wherein each of them carried 20.41 percent of frequency of total strategies used in class. Teacher employed ‘simplification’ for eight times which occupied 16.33 percent of total strategies. Similarly, in communication, 14.29 percent and 12.24 percent of the strategies used to make class more interactive were taken by ‘use of comprehensive check’ and ‘ask for repetition’ respectively. As such, ‘translation’ and ‘demonstration’ were also used for making class more communicative which carried 8.16 percent of frequency of strategies used in class.

4.2.11 Strategies to Make Each Other Understand in the Absence of Teacher

In order to find out the strategies used to make each other understand in students’ interaction about lesson in the absence of their teacher in class, the students’ interactions in the absence of teacher were observed, marked on the basis of observation checklist and noted down in diary. In this regard, the strategies used by students in class are presented in the following table.

Table No .13

Strategies to Make Each Other Understand in the Absence of Teacher

S.N	Strategies	Frequency	Percentage
a	Exemplification	1	3.85
b	Description	3	11.54
c	Explanation	4	15.38
d	Use of mother tongue	5	19.23
e	Interpretive summary	8	30.77
f	Simplification	5	19.23
Total	6	26	100

The above table depicts that the students mostly employed ‘interpretive summary’ to make each other understand about the lesson in the absence of a teacher in class which took 30.77 percent of frequency of the total strategies. The next two major strategies used by the students in interaction were ‘use of mother tongue’ and ‘simplification’ wherein each of them carried 19.23 percent of the total strategies. Likewise, 15.38 percent and 11.54 percent of frequency of strategies used in class were occupied by ‘explanation’ and ‘description’ respectively but only a single student used ‘exemplification’ for a single time in their interaction in class.

4.2.12 Strategies Applied in the Situations of Breakdowns Smooth Conversation

To continue the smooth conversation even in the situation of breaking down the flow of conversation, the students were found of using various types of CSs in class. In fact, the situations of breaking down smooth conversation were taken into account with greater emphasis and students’ application of various CSs were observed, marked in observation checklist and noted down in diary. The various CSs employed to compensate the communicative breakings and continue smooth conversation are presented in the following table.

Table No. 14
Strategies Applied in the Situations of Breakdown Smooth Conversation

S.N	Strategies	Frequency	Percentage
a	Topic avoidance	1	2.5
b	Gesture	5	12.5
c	Code-switch	8	20
d	Exemplification	3	7.5
e	Time gaining	9	22.5
f	Use of discourse	8	20
g	Restructuring	6	15
Total	7	40	100

From the above table we can say that the most frequently used strategy to bridge the gaps in students' interaction was 'time gaining' which covered 22.5 percent of total strategies. Another two equally employed strategies were 'code-switch' and 'discourse fillers' and each of them occupied 20 percent of frequency of the total strategies used to maintain the flow of conversation even in the situations of communication breakings. Similarly, some students employed 'restructuring' for six times which took 15 percent of frequency of total strategies used in class. Likewise, in conversation, 12.5 percent of strategies was occupied by 'gesture', whereas 7.5 percent of strategies by 'exemplification'. Furthermore, 'topic avoidance' was used by a single student for a single time. It took 2.5 percent of total strategies used in class.

4.2.13 Strategies Used to Keep Smooth Interaction

Students having various personalities were found to use different strategies to maintain smooth interaction when their attempts failed to keep interaction continuous in class. In order to find out the students' use of different CSs to keep interaction smooth in class, the students' interactions with each other and with teacher were attentively taken into account and students' application of various CSs was observed, marked in observation checklist and noted down in diary. The students used different strategies to keep interaction smooth as per the nature of teaching items and their ease which are given in the table.

Table No.15

Strategies Used to Keep Smooth Interaction

S.N	Strategies	Frequency	Percentage
a	Restructuring	5	22.73
b	Generalization	4	18.18
c	Topic avoidance	4	18.18
d	Time gaining	9	40.91
Total	4	22	100

This table displays that 40.91 percent of the total strategies used by the students in order to make smooth interaction in class was carried by ‘time gaining’, whereas 22.73 percent of the strategies was occupied by ‘restructuring’. It was also found that some students made use of ‘generalization’ and ‘topic avoidance in interaction where each of them covered 18.18 percent of the strategies.

4.2.14 Strategies to Overcome Pronunciation Problems

It was found that students had difficulties in pronunciation in communication during the class observation of this study. To identify the different sorts of problems in students’ pronunciation in communication and find out the students’ use of CSs to overcome these problems in class, the likely pronunciation problems were taken into consideration with greater emphasis and applications of CSs by students were observed, marked in observation checklist and noted down in diary in class. The entire strategies used to keep communication smooth in class are presented in the table below.

Table No.16

Strategies to Overcome Pronunciation Problems

S.N	Strategies	Frequency	Percentage
a	Use of all-similar sounding words	2	6.45
b	Checking dictionary	2	6.45
c	Spelling words	9	29.03
d	Self repetition	10	32.26
e	Time gaining	8	25.81
Total	5	31	100

From the above table it can be said that ‘self repetition’ was employed by majority of the students for ten times which occupied 32.26 percent of total strategies used to solve problems regarding pronunciation in class, whereas

students also made use of ‘spelling words’ which covered 29.03 percent of the total strategies. Similarly, some students used ‘time gaining’ for eight times which covered 25.81percent of total strategies used in class. Likewise, ‘use of all-similar sounding words’ and ‘checking dictionary’ were also used in communication in which each of them carried 6.45 percent of frequency of total strategies.

4.2.15 Strategies to Solve Problems Regarding Listening

Naturally listening and speaking takes placing in any conversation. So, students’ communication cannot be exception. In order to find out the strategies used for solving problems regarding listening in communication, the students’ interactions generally in all the teaching topics and more specifically in listening activities were paid greater attention for their observation in class. Furthermore, the students were found of using various CSs to remove listening problems while facing difficulties in listening in class. These strategies were observed, marked on observation checklist and noted down in diary which can be summarized and presented in the table below.

Table No.17

Strategies to Solve Problems Regarding Listening

S.N	Strategies	Frequency	Percentage
a	Ask for repetition	13	35.14
b	Use of comprehensive check	11	29.73
c	Ask for confirmation	10	s27.03
d	Expressing non-understanding	3	8.11
Total	4	37	100

The above table shows that majority of the students made use of ‘ask for repetition’ to solve listening problems for thirteen times which occupied 35.14 percent of the strategies used in class, whereas 29.73 percent and 27.3 percent

of the strategies used were capitalized by ‘use of comprehensive check’ and ‘ask for confirmation’ respectively. Likewise, some students used ‘non-understanding’ for overcoming problems regarding listening in class. It simply capitalized 8.11 percent of the total strategies applied in class.

4.2.16 Strategies to Solve Grammatical Problems in Communication

During the class observation of this study, the applications of various CSs were done by the students to overcome the grammatical problems that occurred in interaction in class. It was found that students were engaged in interactions and encountered different grammatical problems in class. For solving these problems, the students employed various CSs in class which can be presented in the following table.

Table No.18

Strategies to Solve Grammatical Problems in Communication

S.N	Strategies	Frequency	Percentage
a	Description	3	7.69
b	Exemplification	4	10.26
c	Restructuring	6	15.38
d	Use of mother tongue	5	12.82
e	Simplification	5	12.82
f	Time gaining	9	23.08
g	Ask for assistance	7	17.95
Total	7	39	100

From the above table it can be said the major strategy used by most of the students was ‘time gaining’ which covered 23.08 percent of frequency of the strategies used to remove grammatical problems in class. As above table shows, another major strategy used was ‘ask for assistance’ which took 17.95 percent of the total strategies. Similarly, 15.38 percent of frequency of

strategies was capitalized by ‘restructuring’ in communication in class. The student made equal use of ‘use of mother tongue’ and ‘simplification’ in interaction where each of them occupied 12.82 percent of the strategies used in class. Likewise, 10.26 percent and 7.69 percent of strategies were taken by ‘exemplification’ and ‘description’ respectively.

4.2.17 Strategies to Express Intended Information

During the class observation, it was found that mostly students with low proficiency in English appeared with the worry of making errors in front of the teacher while attempting to express their intended information in class. Even if they have a worry about committing errors and being criticized in front of class, they employed various CSs in order to make each other understand about their intended information in class. The students’ applications of different CSs were observed, marked on observation checklist and noted down in diary respectively. The entire strategies that were used by students in class are presented in the table below.

Table No.19

Strategies to Express Intended Information

S.N	Strategies	Frequency	Percentage
a	Exemplification	2	6.89
b	Circumlocution	5	17.24
c	Literal translation	5	17.24
d	Time gaining	6	20.69
e	Topic avoidance	6	20.69
f	Restructuring	5	17.24
Total	6	29	100

The above table displays that the students made equal use of ‘time gaining’ and ‘topic avoidance’ as more appropriate CSs in interaction wherein each of them

carried 20.69 percent of total strategies used for expressing intended information even in the situations of having a worry of making errors in class. On the other hand, students employed ‘circumlocution’, ‘literal translation’ and ‘restructuring’ in communication where each strategies took 17.24 percent of frequency of the total strategies but only few students employed ‘exemplification’ which occupied 6.89 percent of the strategies used in class.

4.2.18 Strategies to Overcome Discourse Problems

While observing the class, it was found that students encountered various discourse problems and adopted different CSs to overcome these problems in interaction in class. In order to find out the different CSs to solve discourse problems and keep smooth conversation, the students’ interactions with each other and with teacher were properly given high attention and the situations where students detoured from expressing their original information and used various CSs at the final moments of their interaction in class were observed with greater attention. The entire strategies employed by students to overcome discourse are presented in the following table.

Table No.20

Strategies to Overcome Discourse Problems

S.N	Strategies	Frequency	percentage
a	Ask for clarification	7	15.55
b	Ask for repetition	5	11.11
c	Use of fillers	12	26.67
d	Self repair	6	13.33
e	Time gaining	5	11.11
f	Illustration	4	8.89
g	Restructuring	6	13.33
Total	7	45	100

From the above table we can say that ‘use of fillers’ was major strategy as it got repeated for twelve times and covered 26.67 percent of frequency of total strategies employed by students for overcoming discourse problems and gear effective communication in class. The next more repeated strategy was ‘ask for clarification’ which deserved 15.55 percent of the total strategies used in classroom. Similarly, the students also made equal use of ‘self repair’ and ‘restructuring’ in interaction where each strategy deserved 13.33 percent of frequency of total strategy. In the same way, ‘ask for repetition’ and ‘time gaining’ were also used by students for five times in interaction wherein each strategy took 11.11 percent of entire strategies. Likewise, 8.89 percent of strategies were occupied by ‘illustration’ in class.

4.2.19 Strategies to Remove Confusions Regarding Teacher’ Questions

In class the students got confused many times regarding the teacher’ questions while communicating with the teacher about the different teaching items. So, they applied various CSs to overcome these confusions and keep communication smooth with him in class. In order to find out the different CSs used to remove confusions, teacher- students’ interactions were effectively observed and the various strategies that appeared in their interaction in class were marked on observation checklist and noted down in diary. The various CSs used by students in class can be presented in the table below.

Table No.21

Strategies to Remove Confusions Regarding Teacher’ Questions

S.N	Strategies	Frequency	percentage
a	Guessing answer	3	15.79
b	Use of mother tongue	6	31.58
c	Appeal for assistance	5	26.31
d	Ask for clarification	5	26.31
Total	4	19	100

The above table shows that the majority of the students employed ‘use of mother tongue’ to overcome confusions in teacher ‘questions and become clear about them which deserved 31.58 percent of the total strategies used in class. Similarly, students made equal use of ‘appeal for assistance’ and ‘ask for clarification’ in interaction where each of them took 26.31 percent of the strategies. Likewise, 15.79 percent of the total strategies used were utilized by ‘guessing answer’ in class.

4.2.20 Strategies to Make Each Other Convince

During the class observation of this study, it was found that the students were initially not seen agreed with each other on the views put forward in interaction in class. They were also found to use various CSs in order to make each other convince on their views about the topics of their discussion. The strategies used to convince each other were observed, marked on the observation checklist and noted down in diary. The entire CSs employed by students in class are presented in the following table.

Table No.22

Strategies to Make Each Other Convince

S.N	Strategies	Frequency	Percentage
a	Description	6	17.14
b	Illustration	9	25.71
c	Demonstration	2	5.71
d	Interpretive summary	5	14.28
e	Restructuring	7	20
f	Repetition	6	17.14
Total	6	35	100

From the above table it can easily be said that 25.71 percent of frequency of strategies used by students for convincing each other on their views initially put

forward in interaction was occupied by ‘illustration’ in class. The next major strategy came to occur in students’ communication was ‘restructuring’ which deserved 20 percent of the strategies. Similarly, the students made equal use of ‘description’ and ‘repetition’ in communication where each of them covered 17.14 percent of the total strategies used in class. Likewise, students made use of ‘interpretive summary’ for five times which carried 14.28 percent of the strategies, whereas ‘demonstration’ was employed for two times which took 5.71 percent of strategies used in class.

4.2.21 Strategies to Confirm the Possible Answers

While observing class, the interactions mostly occurred between students and teacher where students confirmed their possible answers by applying various strategies in class. The CSs which were presented in observation checklist were observed and marked; and other additional strategies that appeared in their communication were noted down in diary. All the strategies employed by students for confirming their possible answers while communicating with teacher in classroom are presented in the table below.

Table No.23

Strategies to Confirm the Possible Answers

S.N	Strategies	Frequency	Percentage
a	Exemplification	2	6.25
b	Synonymy	1	3.12
c	Ask for repetition	7	21.87
d	Ask for clarification	8	25
e	Use of comprehensive check	8	25
f	Explanation	6	18.75
Total	6	23	100

From the above table we can say that the students made equal use of ‘ask for clarification’ and ‘use of comprehensive check’ as the major strategies in interaction where each of them deserved 25 percent of the total strategies used to confirm their possible answers in class. The third more frequently occurred strategy in students’ communication was ‘explanation’ which took 18.75 percent of the strategies used in class. Similarly, some students applied ‘exemplification’ for two times which took 6.25 percent of the total strategies, whereas only a single student applied ‘synonymy’ for a single time which occupied 3.12 percent of strategies.

4.2.22 Strategies Used by the Students Having Auditory Problems

During the class observation, it was found that some students with, to some extent, auditory problems also interacted with their friends and teacher by using different CSs in order to build communication effective in class. The entire strategies used by students having little auditory defects in class are summarized and presented in the table below.

Table No.24

Strategies Used by the Students Having Auditory Problems

S.N	Strategies	Frequency	Percentage
a	Gesture	7	41.18
b	Exemplification	-	-
c	Self- repetition	4	23.53
d	Ask for Confirmation	6	25.29
Total	4	17	100

The above table depicts that the students having little auditory defects used mainly four types of CSs in their communication in class. The most employed strategy was ‘gesture’ which took 41.18 percent of the strategies used in class. Similarly, the next more frequently used strategy was ‘ask for confirmation’

which occupied 35.29 percent of the total strategies used in class. Likewise, some students made use of ‘self-repetition’ for four times which deserved 23.53 percent of the strategies but no one used ‘Exemplification’ in interaction in class

4.2.23 Strategies Used by Less Proficient Students to Make Smooth Communication

In order to find out the strategies those were used by poor students (students with low proficiency in English), the students who seldom participated and wanted to remain inactive in interaction in class were taken into account and their involvement and usage of CSs were observed with greater attention. The various strategies used by students with low proficiency in English in communication can be presented in the table below.

Table No.25

Strategies Used by Less Proficient Students to Make Smooth Communication

S.N	Strategies	Frequency	Percentage
a	Use of fillers	7	19.44
b	Ask for clarification	4	11.11
c	Use of all-purpose words	5	13.89
d	Description	1	2.78
e	Restructuring	6	16.67
f	Time gaining	8	22.22
f	Ask for assistance	5	13.89
Total	7	36	100

From the above table we can claim that the more frequent strategy used by less proficient students was ‘time gaining’ which carried 22.22 percent of the total strategies used by them in class. The next major strategy that occurred in

interaction of poor students was ‘use of fillers’ which took 19.44 percent of total strategies used in class. Similarly, 16.67 percent of the total strategies used to keep smooth communication in class were occupied by ‘restructuring. The less proficient student also made equal use of ‘use of all- purpose words’ and ‘ask for assistance’ in their interaction where each of them took 13.89 percent of the total strategies. Likewise, ‘ask for clarification’ was employed for four times which occupied 11.11 percent of the total strategies but only a single student used ‘description’ for single time which took 2.78 percent of the total strategies used by less proficient students to make smooth communication in class.

4.2.24 More Preferred Strategies by Talkative Students

During the class observation, it was found that talkative students mostly participated in interactions in class. When they engaged in communication with their friends as well as with teacher, they were also found of using different types of CSs to make their communication effective and build mutual intelligibility in class. The strategies those students employed were observed, marked and noted down in the observation checklist and diary. The total seven strategies used by the talkative students are presented in the table below.

Table No. 26

More Preferred Strategies by Talkative Students

S.N	Strategies	Frequency	Percentage
a	Circumlocution	10	27.03
b	Generalization	3	8.11
c	Exemplification	3	8.11
d	Literal translation	2	5.40
e	Ask for repetition	7	18.92
f	Simplification	4	10.81
g	Use of comprehensive check	8	21.62
Total	7	37	100

The above table shows that most of the talkative students employed ‘circumlocution’ in interaction which captured 27.07 percent of the strategies used in class. The next major strategy was ‘use of comprehensive check’ which took 21.62 percent of the total strategies used in class. 18.92 percent of the total strategies used by the talkative students in communication were covered by ask for repetition’ in class. Another strategy namely ‘simplification’ also occupied 10.81 percent of total strategies used in class. Similarly, the talkative students made equal use of ‘generalization’ and ‘exemplification’ for three times which took 8.11 percent of the total strategies used in class. Likewise, ‘literal translation’ was used for two times which covered 5.40 percent of total strategies used by the talkative students in class.

4.2.25 Strategies Used by Teacher to Manage Students’ Interaction

During the class observation of this study, the teacher was found of facilitating students’ interactions by using various CSs in class. More specifically, teacher managed the students’ interaction when students got to cease their interaction in class. The students’ interactions with teacher’ facilitation were observed, marked in observation checklist and noted down on diary in class. The entire strategies those used by teacher to manage the students’ interaction are presented in the table below.

Table No.27

Strategies Used by Teacher to Manage Students’ Interaction

S.N	Strategies	Frequency	Percentage
a	Exemplification	6	14.63
b	Use of confirmation check	10	24.39
c	Ask for repetition	5	12.19
d	Simplification	15	36.58
e	Use of comprehensive check	5	12.19
Table	5	41	100

From the above table we can say that the teacher more often used 'simplification' as major facilitating communication strategy to manage the students' communication in class which deserved 36.58 percent of the total strategies used by teacher. Another more frequently used strategy was 'use of confirmation check' which took 24.39 percent of the total strategies used by the teacher in order to facilitate students in communication in class. Similarly, 'exemplification' occupied 14.63 percent of frequency of total used by teacher in class. Likewise, the teacher made equal use of 'ask for repetition' and 'use of comprehensive check' in order to manage to students' communication in class where each of these strategies occupied 12.19 percent of the total strategies used by the teacher in class.

CHAPTER – FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This is the final chapter of this report which deals with summary, conclusion and implications prepared by the researcher after analyzing the data. 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 and empirical literature. On the basis of the theoretical literature and empirical literature, the conceptual framework was developed. 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. This 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. More specifically, this chapter is divided into three parts viz summary, conclusion and implications.

5.1 Summary

Communication strategies are techniques, strategies or devices employed by the speakers to express their intended meaning when they face some difficulties in communication in order to bridge the communication gaps between them and their listener and establish mutual understanding. This present topic of study is about the practice of communication strategies usage in students' interactions in English class at intermediate level in our Nepal, the types of CSs used in our students' interactions and current status of CSs application while communicating in English in intermediate level.

In chapter one, mainly the background of the study was developed by reviewing related literatures; the problems seen regarding the CSs use in class in our schools were decided which consequently necessitated my study; the

more specific objectives of the study were established; two different research questions were prepared for conduction of my study; the rational and significance of the study were outlined and delimitations of the study were determined apparently. Moreover, different operational key terms used in this study were presented with their specific meaning.

The chapter two includes the theoretical literature, empirical literature and conceptual framework as well as implications of them for my present study. In this chapter, especially, different authentic books, articles, journals related to my study authored by various foreign scholars were studied intensively. Similarly, various online resources related with my study were consulted to broaden the theoretical knowledge and get conceptual clarity on methodology appropriate to my study. Furthermore, I studied mainly three theses carried out on the adoption of CSs by students in our Department English Education to develop research tools like observation checklist and diary.

The chapter three deals with the methodology employed to conduct the study. More specifically, the case study was adopted to carry out my research work; the population was determined and thirty science students were sampled to fix sample size using non-random purposive sampling. Similarly, the elaborated observation checklist and diary were developed and fixed as research tools of my study respectively. For the data collection, I went to Laboratory Higher Secondary School, Kirtipur, got permission from principal and observed classes of English of science students establishing good rapport with students and teacher for two weeks. Finally, the mixed method meaning use of language and simple statistical tool like frequency and percentage was used for the analysis and interpretation of the collected data.

In chapter four, the collected data were analysed and interpreted using language and simple statistical tools like frequency and percentage in detail. The major findings were drawn and pointed out systematically. The data were presented in tables and results were found out through the deep analysis of data.

The chapter five summarizes and concludes the whole study and presents some useful implications of this study at policy level and practice level. Moreover, this chapter recommends some effective suggestions for further researchers.

In conclusion, it was found that total thirty eight types strategies were used by students for one hundred sixty three times in their interactions in class for fifteen days. Similarly, it was found that there were few instances of interaction occurred in class which is very little practice of CSs use in interaction for students' enhancement of communicative competence. In this study, so far a long class observation was conducted, it was found that many factors such as learner' attitude, learner' level of English proficiency, learner's personality, learning situation, communication context, nature of problems/communication tasks, motivation, students' psychology and so on played key role to affect the students' use of CSs in communication in class. Similarly, the students employed thirty eight types of CSs in class. To classify these CSs on the basis of success of communication; out of thirty eight CSs, most of them are achievement strategies and only few strategies are reduction strategies. To be specific, 96.93 percent of frequency of total strategies used in interactions in class was composed by achievement strategies, whereas only 3.07 percent of frequency of strategies was composed by reduction strategies. To categories these CSs on in terms of application of language, out of thirty eight communication strategies, majority of CSs (thirty five) fell under L2 based strategies and merely three types CSs fell under L1 based strategies. Likewise, most of the students were found mostly to use direct strategies, whereas only some students employed indirect strategies in interactions in class.

In brief, with the plenty of CSs application, the students can enhance communicative competence in the language being learnt. So, to induce students' communicative competence in English, the maximum use of CSs in various interactions in English class and making class as communicative as possible are inevitable.

5.2 Conclusion

This study began with the need to investigate into communication strategies adopted by students, to identify the types of CSs used in students' interaction in English and find out the factors that affect the use of CSs in communication in class. As there are limited researches in this field, it is thought to be the promising endeavor with great significance.

Since communication is regarded as the transmission and reception of information between a speaker and hearer by using a signaling system, it is viewed that CSs are in pivotal position which significantly help in transmission and reception of message in communication. In this sense, CSs can be regarded as a backbone in interaction which eventually supports learners to be communicatively competent over language being learnt. So, CSs are attempts to compensate the gaps between the linguistic knowledge of second language learner and the linguistic knowledge of target language interlocutors in real communication situation. In this regard, CSs heavily facilitate the second language acquisition in real sense.

Most of the researchers came up with the findings that CSs are integral parts of any natural communication and inevitable for the development competence in the language being learnt. In this study, the students were found communicatively less competence in English due to insufficient practice of interaction in English and lack of use of CSs in interaction in class. A common finding in various researches is that all the language learners are facilitated by CSs to communicate skillfully in the target language, to solve communication breakings occurred due to the various factors and establish smooth communication for the mutual understanding. Moreover, CSs directly help language students to learn language being learnt in more efficient way.

Similarly, regarding the current trend of CSs used in learning English in class, it was found that CSs application in students' interactions in English class was in the verge of implementation with slow speed. Even in the English medium

schools, there was also little practice of CSs use in communication in class at intermediate level. Results of this study also pointed out the profound need of communicative environment in class and suggested that the key role of CSs to make students communicatively competent and get full command over English.

5.3 Implications

The present research work is the researcher' sincere attempt to investigate into communication strategies used by students through the case study and suggest some useful findings needed in the field of communication as well as CSs use in this level. It is one step of discovery which is not discovered with due attention in CSs use in interactions of students at intermediate level. All the findings of study are thought highly useful in teaching and learning of English through the medium of conducting interactions among students over various teaching items, materials production, and in the field of SLA. Here, we can point out in policy and practice level under following headings.

5.3.1 Implication in Policy Level

The most determining factor in any sectors is the policy implemented by the country or state. Generally, teaching through communicative approach and specifically, teaching English by creating classroom as communicative as possible are also highly influenced by policies formed by nation. To develop students to become communicatively competent in English in our context, the proper policies should be formed from national level which should, in general, greatly help to enrich educational standard of our country and to develop students to become competent and get command over English in particular. In this regard, I would like to point out some of the implications effective for policymaking level below.

- a. There should be compulsory provision of teaching English through interaction and use of CSs in communication in class at intermediate

level and monitoring the effective implementation of that provision in all the schools/colleges.

- b. Government policies should be oriented to develop communicative competence in students by engaging them in various interactions with sufficient use of CSs in class and to formulate an appropriate policy and provision for the schools which are in remote areas as per the overall conditions of them.
- c. Especially, policy making government organizations and institutions such as MoE, NCED and nongovernment organizations such as NELTA should include interaction and use of CSs for teaching English in pivotal position in the policy.
- d. The government should make the compulsory provision for different workshops, conferences, and interaction programmes on various current topics at school and campus level so that students could equip with communicative competence.

5.3.2 Implications at Practice Level

From the findings of this study, several pedagogical implications can be drawn as the useful insights for the educational practitioners. Since CSs as devices that speakers employ when they lack certain required linguistic forms for expressing their intended information in communication, it can be said that CSs have direct impact on communication and an indirect impact on second language acquisition. Some of the practice level implications are as follows.

- a. ELT teachers need to increase the students' meta-communicative awareness of communication strategies. More specifically, ELT teachers should make learners conscious about CSs already in their repertoire, sensitize them to the appropriate situations where there CSs could be useful and help them realize these CSs could actually use.
- b. ELT teacher should encourage and motivate students to use CSs in interactions for the development of communicative competence and enhancement of SLA in class.

- c. ELT teacher should create situations that encourage students to produce oral language as far as possible. They should introduce CSs to the students and stimulate them to use CSs in their interactions in inside and out of class.
- d. School/campus administrators as well ELT teacher should encourage students to participate in communication-relevant school/campus activities and programmes and emphasis on developing intrinsic motivation in students in learning English.

5.3.3 Implications for the Further Research

In fact, no work is final and no research complete in itself. Regarding the further researches in the field of CSs use in ELT, it is important that a large scale qualitative research should be carried out taking almost all the campus/schools into consideration in order to find out the current trend of using CSs in students' interactions in class. Considering the limitations of this study, some directions for the further research seem to be fruitful.

- a. Instead of group conversations, future research should require one-to-one conversations, so that each participant has to tackle individually the communicative problems and tries to compensate the communicative gaps for effective communication.
- b. Future research should focus on the relationship between the use of CSs and the variables which affect the magnitude of CSs use such as motivation, learners' attitude, learning and communication context, learners' personality, nature of problems/interaction tasks, students' L2 proficiency in detail.
- c. Further research should investigate into the relationship between the use of CSs and language acquisition in more vivid way.

To sum up, this research study directly attempted to explore CSs use in students' communication in class and indirectly tried to find out the influence of CSs use in second language acquisition as the area for the further research.