A STUDY ON STUDENTS' COMMUNICATION STRATEGIES IN THE CLASSROOM

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

Laxmi Ghimire

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu

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DECLARATION

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

Date: 2068/2/1   **Laxmi Ghimire**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Laxmi Ghimire** has prepared this thesis entitled **A Study on Students' Communication Strategies in the Classroom** under my guidance and supervision.

I recommended the thesis for acceptance.

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DEDICATION

Dedicated to

My parents **Laxmi Narayan Ghimire** and **Draupada Ghimire** and **well-wishers**.

ACKNOWLEDGEMENTS

Laxmi Ghimire

ABSTRACT

The present study entitled 'A Study on Students' Communication Strategies in the Classroom' is an attempt to analyze the communication strategies used by the higher secondary level students. This study was carried out using both the primary and secondary sources of data. For primary data, fifty students were randomly selected from two higher secondary schools of Arghakhanchi district namely; Shree Nepal Rastriya and Shree Harihar Higher Secondary Schools which were selected using purposive/ judgmental non-random sampling procedure. I used both close and open-ended questionnaire to elicit the required data for the study. It was found that the students used twelve different communication strategies i.e. synonym, antonym, definition, guessing, asking, exemplification, gesture, avoidance, translation, explanation and code switching while talking with the teacher in the classroom. It shows that almost all of the students (80 per cent) would think that communication strategies were extremely useful in their learning. Specifically, asking and gesture were the most frequent communication strategy used by the students.

 This thesis consists four chapters along with references and appendices at the end. The first chapter deals with the introduction part which mainly includes general background, learning strategy, communication strategy, importance of communication strategies, the review of related literature, objectives and significance of the study. The second chapter deals with the methodology used in the study. The sources of data, sample and sampling procedures, tools for data collection, data collection procedures and limitations of the study are included in this chapter. Chapter three is the main part of the study which includes analysis and interpretation of the data. The final chapter encompasses with the findings and recommendations made after the analysis of the data.

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LIST OF ABBREVIATIONS

Dr.	–	Doctor
Ed.	_	Education
ELT	–	English Language Teaching
et al.	–	and others
etc.	–	etcetera
Exam	–	Examination
GLL	_	Good Language Learner
i.e.	–	id est (that is to say)
M. Ed.	–	Masters in Education
Mr.	_	Mister
No.	_	Numbers
Prof.	_	Professor
S.N.	–	Serial Number
SLA	_	Second Language Acquisition
T.U.	_	Tribhuvan University
Viz.	_	Vide Licet (namely)

CHAPTER – ONE

INTRODUCTION

The present study attempts to analyze the communication strategies used by higher secondary level students. This is a descriptive and analytical study. This chapter includes general background, the review of related literature, and objectives and significance of the study.

1.1 General Background

Communication is an integral instinct of all living beings. This is one of the largest and most well researched areas in language education. The word 'communication' is derived from the Latin term 'communicare' or 'communico', both of which mean 'to share'. But communication is not merely transmission of meaning from one person to another person through symbols. It implies that the system of communication is commonly owned, accepted and recognized by the members of a community (Berger 1976). It enables them to acquire, exchange, store, retrieve and process information. Communication is thus, essentially a social affair. Communication is not only the essence of being human, but also a vital property of life. Valenjuela (2002) says,

> Any act by which one person gives to or receives from person information about
>
> that persons need, desires, perception, knowledge or affective states.
>
> Communication may be intentional or unintentional, may involve conventional or
>
> unconventional signals may take linguistics or monolinguistics forms and may
>
> occur through spoken or other modes (p.67).

Communication is a process that started perhaps even before we knew how to write or spell the word "communication". It is perhaps dated back to the advent of life itself. What developed from simple body language or ancient pictorial messages carved on rocks

changed into rather developed channels of communication like the telephone, television and of course the world wide web that brought the world as close as it could get (Berger, 1976). Although various complex theories and principles exist, communication can be simply defined as a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. Obviously the term is not limited to human beings because animals have their own modes of communication too (Mohan and Banerji, 2004).

Communication is a process of transmitting and interchanging ideas, thoughts, information etc. from one person to another or from one place to another place. In other words, by communication, we mean the exchange of ideas, information etc. between two or more persons in a community (Berger, 1976). In course of communication, a speaker or sender or addressor transmits the message to a person who receives it. Communication has two medium or system- verbal or oral and non-verbal or written. Oral communication system includes personal talking, telephone, dialogue, radio etc. and written system includes newspapers, magazines, posters, books, telegram, letters etc.

1.1.1 Types of Communication

Communication has enabled human beings to interact with the environment and to regulate their social behavior. So, communication is a process by which two or more people exchange ideas, facts feelings or impressions in ways that each gains common understanding of meaning, intent and use of message. Looked at more closely, what is essential for communication to occur is the cooperation between two parties, one active or at the giving end and the other passive or at the receiving end.

The types of communication are determined by the factors such as; number of participants, media etc. Generally, there are four types of communication which are briefly discussed as given below:

a. Intra-personal communication

When an individual communicates with himself or herself (in monologues, private thoughts, imagination, imaginary dialogues), it is called personal communication. An individual is always talking to his/her other 'self' whenever he/she is in isolation or alone. He/she may convince, pacify, persuade or calm down his other self in situational distress, peace or happiness. In fact in our life time, we may be talking to ourselves more time than with the others. Intra-personal communication is the internal or intra-psychic dialogue that often takes place in our heads, what commonly is referred to as talking to about things, carrying on internal dialogues. The content or text of intra-personal communication consists of thoughts. The medium or channel of this kind of communication is the neurological/chemical apparatus through which thoughts are processed in the brain (Berger, 1976). This feature of personal communication is exemplified most in soliloquies and monologues and asides in drama.

b. Interpersonal communication or group communication

The second type of communication is interpersonal communication or group communication. In this type of person to person interaction, someone may talk to his/her friend about his/her job, discuss a new problem etc. As a result of such a communication, friendships and relationships are developed. Most of the time, we spend our time in group communication. Interpersonal communication takes place between a person and someone else or some others in a relatively small collection of people. Sometimes the communicators are acquainted, as at a dinner party, and sometimes they are not, as when strangers speak on the street, on a bus, or in a supermarket. The medium here is the airwaves, and the text is what is said and how it is said. A great deal is also communicated by non-verbal means through body language, facial expression clothes and so on (Berger, 1976).

c. Public communication

In such a communication a person delivers speech or he/she addresses a group of people who become his/her audience. In this way personal communication involves one to one, group communication involves one to few and public communication involves one too many. In these cases message is the focus which travels between the senders and the receivers that is deliberately or accidentally.

d. Mass communication

Mass communication involves people, fields of influence, messages, channel, noise, feedback effect and context. The characteristics of mass communication involve the use of print or electronic media, such as news papers, magazines, film, radio, or television, to communicate to large numbers of people who are located in various places. A number of different elements make up mass communications, media; images, spoken language, printed language, sound effects, music, color, lighting, and a variety of other techniques are used to communicate messages and obtain particular effect (Berger, 1976).

1.1.2 Learning Strategy

Learning strategy refers to the techniques or deliberate actions that the learners use to make language learning more successful and enjoyable. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Learning strategies are special tricks or ways learners adopt for learning a language. Ellis (1985) uses more comprehensive term 'learner strategies' which include; reception strategies, production strategies and communication strategies. Learning strategies are mainly reception strategies and to some extent production strategies. These strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles. Thus the learning objectives point out towards the instructional strategies, while the instructional strategies will point out to the medium that will actually deliver

the instruction, such as learning, self-study, classroom. However, do not fall into the trap of using only one medium when but communication strategies are social strategies that one uses to establish interaction. Learning strategies seem to be "tricks" learners how to help them remember things better or to do tasks more efficiently. Several researchers have studied what learning strategies are and why they are effective in the learning process.

Language learning strategies can best be summed up as particular actions, behaviors or thought processes that learners consciously make use of to enhance their own language learning. Although the terminology is not always uniform, with some writers using the terms 'learner strategies' (Rubin, 1987), others 'learning strategies', (O'Malley and Chamot, 1990), and still others 'Language Learning Strategies'(Oxford, 1990). Within L2 education, a number of language learning strategies have been used by the scholars in the field. Early on, Tarone (1980) defined a second language as 'an attempt to develop linguistic and sociolinguistic competence in the field of target language to incorporate these in to one's interlanguage competence'.

O' Malley and Chamot (1990) define learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information (as cited in Griffiths, 2004). Being more specific, O' Malley et al. (1985) say "language learning strategies are operations or steps used by a learner that will facilitate the storage retrieval or use of information" (as cited in Griffiths, 2004, p.5). Through the definitions, it would be appropriate to state that learning strategies, in essence, are actions taken by the learners to assist their learning more effectively.

Learning strategies are the processes that underlie performance on thinking tasks. It explains that strategies are more than simple sequences of skills; it goes beyond the 'strings' or routines advocated in some study manuals (Ellis, 1985). Learning strategies are almost always purposeful and goal-oriented, but they are perhaps not always carried

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out at a conscious or deliberate level. They can be lengthy or so rapid in execution that it is impossible to recapture, recall, or even be aware that one has used a strategy. It believes that since not all learning strategies are equal in terms of usability and ease of acquisition, there exist hierarchies of strategies which are related to metacognition, or knowledge of one's own mental processes (Cohen, 1998).

Making differences between learning strategies and communication strategies, Brown (1994) states " while learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal or non-verbal mechanisms for the productive communication of information" (p.118). Learning strategies are not the strategies that are used for communication but they are the ways learners adopt to receive input, store intake and produce as output. Similarly, Oxford (1990) says,

> Language learning strategies are specific actions, behaviors steps, or
>
> techniques that students use to improve their own progress in developing skills in
>
> a   second or foreign language. These strategies can facilitate the internalization,
>
> storage retrieval or use of the new language. Strategies are especially important for
>
> language learning because they are the tools for active, self directed involvement
>
> that is necessary for developing communicative ability (p.2065).

Learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall and application of information about that language. These are the ways in which a learner attempts to work out the meaning and use of words, grammatical rules and other aspects of language (Brown, 1994). Learning strategies and language teaching develop the students' independence from the teacher

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with learner training or direct learning. These strategies exploit the good language learner (GLL) strategies that are useful to the students (Cook, 2008).

1.1.3 Communication Strategy

In language education, strategies for learning second and foreign languages are one of the largest and most well researched areas. It simply refers to the plan that is intended to achieve a particular purpose. Within most language learning strategy taxonomies one of the most common categories is communication strategies. Communication strategies can be individual solutions to psychological problems of second language processing (Faerch and Kesper, 1984). These strategies that learners employ when their communication competence in the language being learned   is insufficient. This includes making themselves understand in the second language and having others help them understand. According to Bialystok (1990) communication strategy refers to "a notion that makes intuitive sense to both researchers in applied linguistics and nonprofessional language learners" (p.65). They are those strategies which the learners operate when the learners need to compensate for inadequate means which as a result are likely to involve greater effort and to see closer to consciousness.

The learner uses communication strategies to offset any inadequacies they may have in grammatical ability and particularly, vocabulary. They are used by the speakers intentionally and consciously in order to cope with difficulties in communicating in second language. It articulates, explains and promotes a vision and a set of well defined goal. It creates a consistent unified voice that links, divers, activities and goals in a way that appeals to your partners or stakeholders. It differs from tactics or the concrete steps and techniques used in implementation of communication goals (Bialystok, 1990). Tactics should be chosen based on pre-existing strategy. Communication strategies can be mutual attempts to solve second language communication problems by participants

(Tarone, 1980). These strategies overcome obstacles to communication by providing the speaker with an alternative form of expression for the intended meaning.

Corder (1977) defines communication strategy as "a systematic technique employed by a speaker to express his meaning when faced with some difficulty" (p.9). It can be argued that communication strategies aid learners with participating in and maintaining conversation and in improving the quality in communication.

1.1.4 Types of Communication Strategy

Communication strategies make teaching and learning process more effective and lively in order to cope with difficulties appearing meanwhile communication in second language. Cook (2008) says that "students mostly fall back on the first language strategies, so teaching can heighten students' awareness of which of their natural strategies are useful in a second language" (p.112). Communication strategies are the natural part of conversational interaction that people fall back on when they have difficulty in getting things across. So, there is no fixed numbers of communication strategies. Cook (2008) has offered the following types of communication strategies which are briefly discussed below:

(a) Translation

Translation, one of the important communication strategies, is an act of rendering the sense or equivalent of a word, an expression, or an entire work from one language to another language. It is the replacement of textual material in one language (SL) by equivalent textual material in another language (Catford, 1965). Translation is the process of communication, and this communication is based on the use of a code, namely, language.

(b) Approximation

Approximation is an estimate of a number or an amount that is almost correct but not

exact. For example, if someone who is grouping for a word falls back on a strategy of using a word that means approximately the same.

(c) Circumlocution

Circumlocution can be defined as an ambiguous or round about figure of speech. In its most basic form, circumlocution is using many words to describe something simple. It is a process of using more words than are necessary, instead of speaking or writing in a clear or direct way (Wehmeier et al. 2005).

(d) Generalization

A general statement that is based on only a few facts or example, it is called generalization. Cook (2008) says " second language speakers use a more general word rather than a more particular one, such as 'animal' for 'rabbit', that is, shifting up from the basic level of vocabulary" (p. 108).

(e) Word coinage

Word coinage is also a very important communication strategy which simplifies the complex words or phrases or sentences into simple one to make the learner easier to understand. It is a form of paraphrase which is used to make of a word to substitute for the unknown word.

(f) Substitution

In substitution, one rule or word may operate to substitute or replace an element by another one. The speaker substitutes one word for another while communicating for the sake of ease to understand the message clearly. For example, 'if' for 'whether'.

(g) Description

Description is the act of writing or saying words in detail. It makes the communication more lively and understandable in the case of lower level language learners. For example,

speakers cannot remember the word for 'kettle' and so describe it as 'the thing to boil water in'.

(h) Code switching

The particular dialect or language one chooses to use on any occasion is a code. A code is a system used for communication between two or more parties. In code switching a single speaker uses different verities at different times. Bilinguals often switch between their two languages in the middle of a conversation. These code-switches can take place between or even within sentences, involving phrases or even parts of words (Spolsky, 1998).

(i) Mime

Mime is the use of movements of hands or body and the expression of face to act something without speaking. It can be used to show the meaning of many verbs and some adverbs.

(j) Restructuring

Restructuring is the organization of something such as a system or a company in a new and different way. For example, the speaker has another attempt at the same sentence, as in a learner struggling to find the rare in English word 'sibling': 'I have two-er-one sister and one brother'.

(k) Exemplification

This strategy also plays the vital role in communication which provides examples in the case of bewildering or confusion meanwhile speaking. Through this strategy, the speaker gives an example rather than the general term. For example, 'cars' for 'transport'.

The above mentioned strategies are general strategies for communication which can be used by both teachers and students. But specifically, students use guessing, gesture,

definition, antonym, synonym, avoidance, Exemplification, formulaic expression, code switching, explanation and asking as communication strategies in order to bridge the gap of communication.

Communication strategy is an identifiable approach by the learners to communicate with native speaker. It is a systematic attempt by the learner to express and decode meaning in the target language situation where the appropriate systematic target language used has not been formed. Thus communication strategy is systematic technique employed by a speaker to express his meaning when faced by some difficulties.

1.1.5 Importance of Communication Strategies

As communication plays a vital role in the smooth functioning of an organization the need to impart communication skill has assumed greater importance. Communication strategies can be ways of filling vocabulary gaps in the first or second language (Poulisse, 1990). These strategies are concerned with the assistance given to the learners to communicate that language more effectively and skillfully. Ellis and Sinclair (1987) suggest that learners should be helped to become aware of their learning style and the teacher plays an instrumental role in helping the learners learn how to learn the second or foreign language (as cited in Gardner and Miller, 1999, p.157). Social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth. In modern professional organizations a great deal of importance is therefore attached to devising and maintaining an efficient system of communication. It enables gathering and organizing of data which is necessary for decision making. So, the importance of communication strategy can be indicated by the following points:

    a. Making communication efficient

    b. Making communication understandable

    c. Compensating the gap of communication while taking part in it

d. Bridging the relationship between the teacher and students in course of communication

e. Making teaching and learning lively and effective

f. Making students active and enabling them in taking part in communication

To summarize the above points, communication strategies help to make the communication easier in order to fulfill the gap of communication by using synonym, antonym, guessing, gesture etc. By the use of different strategies in communication, there would be built good relationship between the teachers and the students in course of making teaching and learning lively and effective. Communication strategies are systematic techniques used by the students which make active and enabling them in taking part in communication. So, communication strategies are important in the field of learning strategies.

1.2 Review of Related Literature

In order to gather some ideas and information, I have gone through some previous researches which are related to the present study. A review of those researches is presented below:

Devkota (2003) conducted a research on 'Learning Strategies: An Attitudinal Study'. The purpose of the study was to find out the techniques or strategies employed to learn literature. He used questionnaire to collect data from students and structured interview to collect information from the teachers. He found that one of the causes of students' failure is due to lack of writing practice.

Similarly, Thau (2005) conducted a research on 'Communication Strategies in Interlanguage'. The purpose of the study was to identify the communicative strategies in intercultural society. It was found that the terms 'Strategic Competence' and communication strategies were often used in examining interlanguage. It seemed that the

focus tends to be on learners, strategies in dealing with conversational problems in second language learning due to their limited knowledge of the second language such as paraphrasing, withdrawing and ignoring. It was argued that the focus on conversational ability was useful. However, one needed to expand the scope of communicative competence to include the notion of 'tactic as fundamental language users know what language is only if they know what language can do for them'.

Williams (2006) conducted a research on 'Combining Communication Strategies and Vocabulary Development'. The study examined how English language learners could make use of communication strategies to overcome limitations in language reception and production. It also presented steps for carrying out effective in-class training and practice for strategies. His study has shown that using communication strategies is an effective way to improve students' communicative competence. It was also a practical way of preventing them from over relying on dictionaries during in-class communicative activities. Strategies practice could readily be combined with activities to aid the development of student's vocabulary. Students were then provided with not only with tools to communicate effectively, but also with opportunities to expand their vocabulary while at the same becoming proficient in using communication strategies.

In the same way, Bist (2008) carried out a research on 'Reading Strategies Employed by the Ninth Graders'. Her objective was to find out the reading strategies by the government aided school students. She used test items and interview schedule as research tools. The study found out that all students used guessing strategy; asked question to them while reading, read determining the important points and made notes for exam.

Likewise, Dahal (2008) carried out research on 'Communication Strategies Used by the Secondary Level English Teachers and Students'. The purpose of the study was to find out the types of communication strategies used by the secondary level students and teachers. She used interview and observation as research tools. She found out that

guessing is the most frequent communication strategy used by the students whereas asking strategy is frequently used by the teachers.

In such a way, Singh (2008) conducted a research on 'Role of Motivation in the English Language Proficiency'. The objective of the study was to find out the role of motivation in language teaching and learning. He has used random sampling to conduct interview and questionnaire as research tool in the study. The result of his study showed that the motivation status has some sort of positive and directive role in language proficiency. The strongly instrumentally motivated students have higher proficiency in reading and writing.

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

Though a great number of studies have been carried out on various aspects or factors related to learning strategies, there are negligible researches carried out on the analysis of students' communication strategies. So, this study only focuses on communication strategies used by the students while talking with the teachers. Thus, the present study will be the milestone in the field of learning strategy because it is new venture in itself.

1.3 Objectives

The objectives of the study were as follows:

i) To analyze the communication strategies used by higher secondary level students.

ii) To suggest some pedagogical implications.

1.4 Significance of the Study

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

Teachers play a vital role in learning a language. It is extremely relevant to find out the types of communication strategies used in teaching learning process. So that it will have great importance to make the teaching learning process more effective. The study will be helpful to maintain the teaching learning situation in the classroom. Furthermore, this study will be a source for further research in communication strategies.

CHAPTER – TWO

METHODOLOGY

To achieve the objectives of the study, the following methodology was adopted:

2.1 Sources of Data

The researcher used both primary and secondary sources of the data.

2.1.1 Primary Sources of Data

The primary sources of data for the study were 50 students from two Higher Secondary Schools of Arghakhanchi district who were studying in Grade - 11.

2.1.2 Secondary Sources of Data

I studied books, theses, articles, journals etc. to facilitate the present study. Some of them are Ellis (1985), Bialystok (1990), Ur (1996), Harmer (2001), Richards and Rodgers (2005) and Cook (2008).

2.2 Sampling Procedure

Two higher secondary schools namely Shree Nepal Rastriya and Shree Harihar Higher Secondary Schools were selected using judgmental non-random sampling procedure from Arghakhanchi district. Twenty five students of Grade-XI from each higher secondary school were randomly selected as the primary sources of data. Altogether, there were 50 students having equal representation of girls and boys.

2.3 Tools for Data Collection

I designed a set of questionnaire for the students to elicit the required data. The questionnaire included both open-ended and close-ended questions. The questionnaire was designed to analyze the communication strategies used by the higher secondary level students.

2.4 Process of Data Collection

I collected the data from the primary source by forming a set of close-ended and open-ended questionnaire. For this purpose, I adopted the following steps:

-        At first, I went to the concerned schools and talked to the authority (Head Teacher) to get permission and explained them the purpose and process of the research.

-        After getting permission from the authority, I consulted the students of Grade - XI and requested them to take part in the study.

-        After that, I distributed the questionnaires and requested them to fill them within half an hour.

-        Then, I collected the questionnaire from the students.

2.5 Limitations of the Study

The study had the following limitations.

i. The study was limited to only the two schools of Arghakhanchi district.

ii. Only 11th graders were included as sample of the study.

iii. The study was limited to only the communication strategies used by the students while talking with the teachers in the classroom.

iv. Only questionnaire was the tool of data collection.

v. The fifty students were involved in the study.

CHAPRER - THREE

ANALYSIS AND INTERPRETATION

This section deals with the analysis and interpretation of the data collected from primary as well as secondary sources. The main focus of the study was to analyze the communication strategies used by the higher secondary level students. For this purpose, I collected data from 50 informants of two different higher secondary schools of Arghakhanchi district. The analysis of the collected data is carried out in subsequent sub-units below:

3.1 Communication Strategies Used by the Students

The communication strategies used by the students of the selected schools have been presented in the following table.

<div align="center">

Table No. 1

Communication Strategies Used by the Students

</div>

S.N.	Strategies	S.N.	Strategies
1	Synonym	7	Gesture
2	Antonym	8	Avoidance
3	Definition	9	Translation
4	Guessing	10	Code switching
5	Asking	11	Formulaic expression
6	Exemplification	12	Explanation

The above table presents that there were only twelve communication strategies used by the students of selected schools while talking with their teacher in the classroom.

3.2 Use of Communication Strategies

The students were asked how useful communication strategies in their learning. The ideas of the students are given in the table below.

Table No. 2

Use of Communication Strategies

S.N.	Ideas	Frequency	Per cent
1	Not useful	-	
2	Useful	3	6
3	Very useful	7	14
4	Extremely useful	40	80

From the table, it is clear that 80 per cent of the participants said that communication strategies are extremely useful whereas 14 per cent responded that it is very useful. Likewise, 6 per cent of them replied that it is useful. This shows that almost all of the students think that communication strategies are useful to their learning.

3.3 Strategies to Give Meaning of Words

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

Table No. 3

Strategies to Give Meaning of Words

S.N.	Strategies	Frequency	Per cent
1	Synonym	20	40
2	Antonym	10	20
3	Definition	20	40

The above table shows that 40 per cent students would like to give the meaning of words by using synonym and the same per cent of the students would like to give the meaning of words by using definition. Only 20 per cent students said they use antonym to give the

meaning of words. So the majority of the students (40 per cent) used synonym to give the meaning of words.

3.4 Strategies of Removing Confusions

The students removed their confusion by asking questions with others. The following table shows that how the students remove their confusion using different communication strategies.

Table No. 4

Strategies of Removing Confusion

S.N.	Ways	Frequency	Per cent
1	To ask to their teacher	35	70
2	To ask to their friends	10	20
3	To ask to their parents	5	10

The table clarifies that 70 per cent of the students preferred to ask with the teachers to remove their confusion. Only 20 per cent of them asked with the friends and 10per cent of the students asked with their parents. The result showed that most of the students removed their confusion by asking their teacher.

3.5 Strategies of Discouraging the Use of L1

The table below shows that what strategies the students used to discourage the first language in the classroom.

<div align="center">**Table No. 5**</div>

<div align="center">**Strategies of Discouraging the Use of the First Language**</div>

S.N.	Strategies	Frequency	Per cent
1	Use gesture	35	70
2	Avoidance	5	10
3	Translation	10	20

The above table shows that 70 per cent of the students used gesture to discourage the first language in the classroom. Similarly, 10 per cent of them avoided the subject matter and 20 per cent of the students used translation. So, the majority of the students used gesture to discourage the first language in the classroom.

3.6 Strategies of Understanding the Lesson

The following table shows the strategies of learning the lesson.

<div align="center">**Table No. 6**</div>

<div align="center">**Strategies of Understanding the Lesson**</div>

S.N.	Strategies	Frequency	Per cent
1	Using example	14	28
2	Explanation	33	66
3	Using first language	3	6

The table illustrates that the majority of the students (66 per cent) understood the lesson clearly if the teacher taught them with explanation. Only 28 per cent of them thought that the lesson should be taught with example and the least number of students (6 per cent) thought that the lesson should be taught by using first language.

3.7 Strategies of Solving Problems

Here, the respondents were asked what strategies they used to solve their problems. The

table below shows that most of them opined that they asked the teacher for help.

Table No. 7

Strategies of Solving Problems

S.N.	Strategies	Frequency	Per cent
1	Asking the teacher	31	62
2	Asking the friends	15	30
3	Doing nothing	2	4
4	Others	2	4

The table given above displays that the strategies used by the students to solve their problems. Sixty two per cent of them replied that they ask their teacher if they face any problems whereas thirty per cent of them asked their friends. Some of the students do nothing where as some of them suggested some new strategies for solving their problems. They suggested the following:

- o Study harder
- o Look at the previous model

3.8 Strategies of Asking Question

The table below shows that most of the informants (70 per cent) asked questions to the teacher to understand the lesson whereas 18 per cent of them asked questions to their friends and only 6 per cent of the students left the lesson.

Table No. 8

Strategies of Asking Question

S.N.	Techniques	Frequency	Per cent
1	Ask the teacher	38	76
2	Ask the friends	9	18
3	Avoid the lesson	3	6

The table depicts that the majority of the students (76 per cent) wanted to ask questions to the teachers to understand the lesson. It means that most of the students used asking strategy to be clear about the lesson. Only the few students avoided the lesson.

3.9 Use of Non-verbal Language

The students were asked whether they used non-verbal language while learning or not. They responded that all of them used non-verbal language. The reasons of the use of non-verbal language can be shown in the table below.

Table No. 9

Use of Non-verbal Language

S.N.	Reasons	Frequency	Per cent
1	To make the classroom interesting	30	60
2	To make the meaning clear	15	30
3	To explain the lesson	5	10

The above table shows that 60 per cent of the students said that they used non-verbal language to make the class interesting. Similarly, 30 and 10 per cent of them said that they used non-verbal language to make the meaning clear and to explain the lesson respectively.

3.10 Use of Code Switching

The informants were asked whether they switched the code or not while learning. They responded that all of them switched the code. The reasons of switching the code can be shown in the table below.

Table No. 10

Use of Code Switching

S.N.	Reasons	Frequency	Per cent
1	Giving the typical meaning	33	66
2	Learning stories and poems	10	20
3	Whenever they liked	6	12

The table shows that majority of the students (66 per cent) switched the code to give the typical meaning. Similarly, 20 per cent of them switched the code while they were learning stories and poems and only 12 per cent of the students switched the code whenever they liked.

3.11 Strategies of Combining Ideas

The following table shows that which communication strategies, the students mostly use while combining two or more ideas.

Table No. 11

Strategies of Combining Ideas

S.N.	Strategies	Frequency	Per cent
1	Formulaic expression	3o	60
2	Translation	15	30
3	Avoidance	5	10

The above table shows that the majority of the students (60 per cent) used formulaic expression to combine two or more ideas. Only the 30 per cent of the students used translation and the least number of students (10 per cent) avoided the lesson.

3.12 Strategies of Making the Class More Communicative

The following table shows as to what strategies the students used to make the classroom more communicative.

Table No. 12

Strategies of Making the Class More Communicative

S.N.	Strategies	Frequency	Per cent
1	By using gesture	6	12
2	By demonstration	30	60
3	By exemplification	14	28

The table shows that most of the students (60 per cent) wanted to use demonstration to make the class more communicative. Only the less number of students (12per cent) wanted to use gesture to make the more communicative. Some of the students (28 per cent) liked to use exemplification to make the class more communicative.

3.13 Students' Suggestions to Use Strategies more Successfully

At the end, the researcher tried to collect the students' suggestions on what they want to suggest their teacher to use communication strategies more successfully. The suggestions of the students are listed below.

i. Encourage the creativity of the students.
ii. Take tests time to time.
iii. Be friendlier to the students.
iv. Focus on meaning.

v. Use gesture, demonstration, synonymy, simplification and explanation mostly while teaching.

vi. Give more questions on the related contents.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter includes findings and recommendations or pedagogical implications of the study.

4.1 Findings

On the basis of the analysis and interpretation of the data, the following findings have been derived.

i.   There are twelve communication strategies used by the students while talking with the teachers in the classroom i.e. synonym, antonym, definition, guessing, asking, exemplification, gesture, avoidance, translation, code switching and explanation.

ii.   Communication strategies are extremely useful to improve the students learning. So, most of the students (80 per cent) wanted to use communication strategies in the classroom.

iii.   Forty per cent of the students used synonym to give the meaning of words.

iv.   It shows that 70 per cent of the students removed their confusion by asking their teacher.

v.   The majority of the students (70 per cent) used gesture to discourage the first language in the classroom.

vi.   Students understood the lesson clearly if the teacher teaches the lesson with explanation.

vii.   Sixty two per cent of the students ask their teacher whenever they have problems. They suggested studying harder and looking at the previous model as some of the good strategies for this.

viii.   Most of the students (76 percent) preferred to ask questions to the teachers, if they do not understand the lesson.

ix.   Sixty six per cent of the students switched the code to give the typical meaning.

x.   Most of the students (60 per cent) used formulaic expression to combine two or more ideas.

4.2 Recommendations

On the basis of the findings, some recommendations or pedagogical implications have been suggested as follows:

i.   Communication strategies should be used in order to make communication more effective while teaching and learning.
ii.   The students should use different types of strategies such as synonym, antonym, gesture, translation etc. to reduce the use of the first language in learning process.
iii.   The teachers should ask questions to the students to participate them in the teaching learning process.
iv.   Teachers should be friendlier with the students to encourage them to be active in the classroom.
v.   Students prefer to ask questions to the teachers, if they do not understand the lesson. So the teachers should not bother with their questions.
vi.   Teachers should mostly use explanation strategy in order to make the students' understanding better.
vii.   Teachers should let the students use synonymy or antonym mostly to give the meaning of words.
viii.   Teachers should encourage the students to use gestures in the classroom to enhance their learning.
ix.   Teachers should provide opportunity to the students to use non-verbal language in their learning in the classroom.

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APPENDIX I

Survey Questionnaire

This questionnaire has been prepared to have the authentic data to achieve the objectives of the study entitled **'A Study on Students' Communication Strategies in the Classroom'** which is conducted under the supervision of **Mr.Prem Bahadur Phyak,** Teaching Assistant, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. The researcher hopes that your invaluable co-operation will be a great contribution in the accomplishment of this work for M.ED dissertation.

Instruction

The questionnaire is in two parts, please put a tick in the appropriate or give short answer in the space provided.

I Personal information

Your gender: male   female

Name:

Age:

Class:

School's name:

II. Students are required to give answ   ling to their own experiences.

1. How useful are communication strategi   our learning?

a. Not useful.

b. Useful.

c. Very useful.

d. Extremely useful.

2. If you are confused about your lesson to whom you prefer to ask?

a. To my teacher.

b. To my friends.

c. To the parents.

3. Which technique would be more useful to discourage first language in the classroom?

a. Use gesture

b. Avoidance

c. Translation

4. If you don't understand the lesson what would you do?

a. I ask the teachers.

b. I ask to my friends.

c. I leave the lesson.

5. To give the meaning of the word which strategies do you use more?

a. Synonymous.

b. Antonym.

c. Definition

6. If you don't know your class works what would you do?

    a. I ask to my friends.

    b. I ask to the teacher to explain it again

    c. I don't do it.

7. If you don't want to use Nepali in the class how do you ask questions to the teacher?

    a. I use Roman to ask questions. (e.g. Bhat for 'rice')
    b. I make Nepali word as English. (foreignination)
    c. I use physical movement.

8. Do you use non-verbal language while learning?

    Yes/No

  If yes, why do you use it?

    a. To make the class interesting
    b. To make the meaning clear
    c. To reduce the use of first language in the classroom

9. When do you understand the lesson clearly?

    a. If teacher teach with example.
    b. If teacher teach with explanation.
    c. If teacher teach in first language.

10. How do you make the classroom more ınicative?

    a. By using gesture
    b. By demonstration

c. By exemplification

11. Generally, how do you give the meaning of the words?

    a. I guess from the context.

    b. I use dictionary.

    c. I exemplify it.

12. How do you learn the difficult parts of the lesson?

    a. I ask the teachers to give examples

    b. I ask the teachers to explain about it.

    c. I ask the teachers to tell in simple language.

13. In which case do you switch the code while learning?

    a. Giving typical meaning

    b. Learning stories and poems

    c. Whenever you liked

14. What do you want to suggest your teacher to communication strategies more successfully?

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