

CHAPTER – ONE

INTRODUCTION

1.1 General Background

Language is a voluntary vocal system of human communication. It is species specific i.e. specific to human beings. We can say that language is a private property of human races, since it distinguishes human beings from animals or other living creatures. Although animals also take part in communication, their communication system is restricted, actually just for survival. Even though some animals possess some of the features of human language, hundreds of studies have shown that they cannot use it.

Language helps human beings to communicate, interchange and share their ideas, opinions, thoughts and emotions to each other. There are more than 3000 languages in use. These are the tools for human beings to communicate with others. Every language has its own status in the world. Some languages are Dead (i.e. Sanskrit), Artificial (i.e. Esperanto), Aboriginal (i.e. Dhimal in Nepal), Official (i.e. Nepali in Nepal) and Foreign or Second (i.e. English, in Nepal). Among these languages, English is the most dominant in the present day world and it has the prominent role. English is universal, official and semi-official language. It is recognized by the UNO as the international language. It is the most widely used language in mass media, business, entertainment, diplomacy and Internet. In Nepal, the English language is taught as a compulsory subject from grade one to Bachelor's Degree. However, according to Population Census 2001, (National Report 2002, p.183) 1037 people speak English as a native language or mother tongue in Nepal. So, the English language stands on the 64th position in Nepal on the basis of the number of

speakers as the mother tongue. It is learnt as a second or foreign language. Students of different levels suppose it as a prestigious language and wish to learn it. Students learn this language using different language learning strategies.

1.1.1 Language Acquisition and Learning

Krashan (as cited in Ellis 1986, p.281) says

Acquisition occurs subconsciously as a result of participating in natural communication where the focus is on meaning. Learning occurs as a result of conscious study of the formal properties of the language. In storage, 'acquired' knowledge is located in the left hemisphere of the brain in the language areas; It is available for automatic processing. 'Learnt' knowledge meta linguistic in nature it is also stored in the left hemisphere, but not necessarily in the language areas; it is available only for controlled processing.

From this definition, we can conclude that acquisition is a unconscious or subconscious process. In that process a learner gets natural environment for learning.

According to Ellis (1986, p.6)

Second language 'acquisition' is sometime contrasted with second language 'learning' on the assumption that these are different processes. The term 'acquisition' is used to refer to picking up a

second language through exposure, whereas the term 'learning' is used to refer to the conscious study of second language.

Acquisition and learning both are the two processes to master a language. Generally, it is supposed that the first language is acquired and second language is learnt. The term 'acquisition' is used for the process where language is acquired as a result of natural and largely exposure to language. In the first language acquisition children form their hypothesis and develop their grammar from random samples of language without the help of a teacher.

On the contrary, the term 'learning' is used for the process where language is learnt through structured exposure, rule based system in the artificial setting (i.e. formal classroom). In second language learning, students are exposed the selected samples of language and helped to form hypothesis by a teacher. We can differentiate first language and the second language on the basis of the following points:

- a. Amount of exposure time:** The learner, while learning first language, has a great amount of time whereas he does not have sufficient time in learning second language. In L_1 acquisition the child always talks to his mother tongue. But when he goes to school to learn L_2 he has limited time to learn second language.
- b. Motivation:** In L_1 acquisition, there is strong motivation because of importance of communication for satisfying basic needs. L_2 learner's motivation is weak since no one has to use it for satisfying basic needs.
- c. Errors:** We do not correct errors in L_1 acquisition. Errors are viewed as good signs of learning. so errors are permitted. But errors are totally avoided and corrected in second language learning.

- d. **Age:** We acquire our first language within five years' period. But we only start to learn target or second language after five years.
- e. **Linguistic knowledge:** First language learner does not have previous knowledge of language. But L₂ learner has already acquired his mother tongue. So, in second language learning, the learner may transfer the knowledge of first language.
- f. **Environment:** There is positive environment in acquiring first language because L₁ learner acquires language in L₁ dominated society or environment; where he/she can get sufficient exposure to acquire his/her L₁ while environment in learning second language is unfavorable. L₂ learner does not have good environment to learn target language.

1.1.2 Challenges in Teaching and Learning L2/FL

In Nepal, whenever we talk about L2/ FL learning, we automatically understand that it is the English language. It means it has a status of foreign language. For years, it has been used mostly for academic purposes and it will remain so for years to come. There is not a particular speech community as such that uses English for oral day-to-day communication. However, we can see that the new generation is developing almost bicultural and bilingual skill in English.

To learn and teach L2/FL, we are adopting different approaches, methods and techniques e.g. Grammar translation method, Direct method, Audio-lingual method, Communicative method, and so on. Communicative language teaching method is supposed to be the most suitable method to teach language as it integrates the four languages skills and focuses them equally. Though the

English language has a status of foreign language in Nepal, many learners of English are getting problem to exchange their opinions and feelings. Most of the learners of English say that English is a very difficult language.

To overcome from it, there are some problems which are the challenges of teaching and learning FL/L2. Some of them are as follows:

- a. **Students:** Students wish to be fluent speakers of English but in reality they do not practise it.
- b. **Teachers:** More than 50% of the teachers are linguistically untrained, so they teach students in their own traditional way.
- c. **Teaching Materials:** There is not sufficient management of teaching materials and most of the teachers are not interested to use it.
- d. **Testing System:** Only reading and writing skills are focused in testing. Actually, in Government-aided schools most of the students are weak in English.

1.1.3 Language Learning Strategies

The term 'language learning strategies' has been defined variously by various researchers. We cannot limit it within a narrow area. We cannot find the universal definition of language learning strategies.

Wenden and Rubin (1987, p.19) define learning strategies as "... any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information".

From this definition we conclude that strategies are the techniques, methods or ways that help or facilitate the learner to obtain or master the language.

Rubin (cited in Wenden and Rubin, 1987,p.22) wrote that learning strategies "are strategies which contribute to the development of the language system which the learner constructs and affects learning directly".

From the above mentioned definition, we can understand that strategies help us to develop language or language system.

O' Malley and Chamot (cited in Lessard-Closustan, 1997, p.2) defined "learning strategy as the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information."

From this definition, we can conclude that learning strategies are nothing but just the thoughts or behaviors that help the learner to comprehend or learn language easily.

To Stern (cited in Hismanoglu, 2008, p.1) "The concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

With the help of this definition, we can conclude that learning strategies are used consciously by the learners to receive the goal.

Richards and Platt (cited in Hismanoglu, 2008, p.1) state that learning strategies are "intentional behaviors and thought used by learners during

learning so as to better help them understand learn or remember new information"

From the above mentioned definitions, we can conclude that all language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom, since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult task given by their instructors. Learners' attempt to find the quickest or easiest way to do what is required. So that using language learning strategies is inescapable.

1.1.4 Classification of Language Learning Strategies

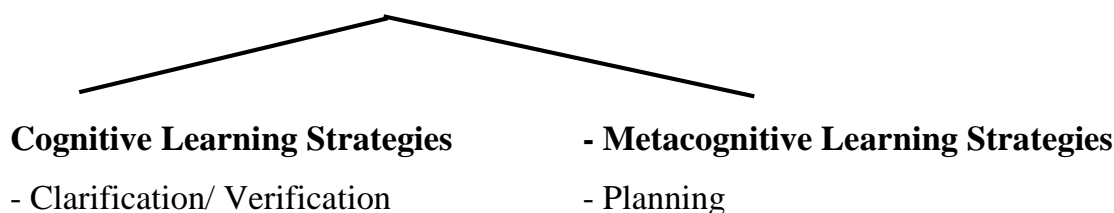
Language learning strategies have been classified by many scholars. However, most of the scholar's classifications of language learning strategies reflect more or less the same categories. Some of the classification (as in Hismanoglu's [at] usa.net) is presented below:

A. Rubin's (1987) Classification of Language Learning Strategies

- a. Learning Strategies
- b. Communication Strategies
- c. Social Strategies

These strategies are described below:

a. Learning Strategies



- Guessing/ Inductive inferencing
- Deductive reasoning
- Practice
- Memorization
- Monitoring
- Prioritising
- Setting goals
- Self-management

b. Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across. Communication strategies are used by speakers when they faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

c. Social Strategies

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

B. Oxford's (1990) Classification of Learning Strategies

a. Direct Strategies

- i. Memory
 - Creating mental linkages
 - Applying images and sounds
 - Reviewing well
 - Employing action

- ii. Cognitive
 - Practicing
 - Receiving and sending message strategies
 - Analyzing and reasoning
- iii. Compensation Strategies
 - Guessing intelligently
 - Overcoming limitation in speaking and writing

b. Indirect Strategies

- i. Metacognitive Strategies
 - Centering your learning
 - Arranging and planning your learning
 - Evaluating your learning
- ii. Affective Strategies
 - Lowering your anxiety
 - Encouraging yourself
 - Taking your emotional temperature
- iii. Social Strategies
 - Asking question
 - Co-operating with others
 - Empathizing with others

C. O'Malley's (1985) Classification of Language Learning Strategies

- Meta-cognitive Strategies
- Cognitive Strategies

- Socio-affective Strategies

D. Stern's (1992) Classification of Language Learning Strategies

- Management and Planning Strategies
- Cognitive Strategies
- Communicative Experimental Strategies
- Interpersonal Strategies
- Affective Strategies

1.1.5 Importance of Language Learning Strategies in Language Teaching and Learning

Language learners' position is high in language classroom. Learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. Language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are just one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategy. As Oxford (cited in Lessard-Clouston, 1997, p.3) states that language

learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence". Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them to become better students.

1.1.6 Communication Strategies

Faerch and Kasper (cited in Brown, 1994, p.118) defined communication strategies as "potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal." Communication strategies are different from learning strategies because they deal with 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. Indeed, communication strategies are used by the speaker intentionally and consciously in order to cope with difficulties in communicating in a L₂/FL. The term 'language learning strategy' is used more generally for all strategies that L₂/FL learners use in learning the target language and communication strategies are, therefore, just one type of language learning strategies.

Tarone (cited in Brown, 1994, p.119) classified communication strategies as follows:

- a. Paraphrase
 - Approximation
 - Word coinage
 - Circumlocution

- b. Borrowing
 - Literal translation
 - Language switch
- c. Appeal for Assistance
- d. Mime
- e. Avoidance
 - Topic avoidance
 - Message abandonment

Chesterfield and Chesterfield (cited in Brown 1994, pp.122-124) classified communication strategies as follows:

- Repetition
- Memorization
- Formulaic expression
- Verbal attention getter
- Answer in unison
- Talk to self
- Elaboration
- Anticipatory answer
- Monitoring
- Appeal for assistance
- Request for clarification
- Role-play

1.2 Review of Related Literature

A lot of researches have been carried out in learning strategies and its part communication strategies in many countries. In case of Nepal, it is a new topic for research work in any departments of T.U. The related literatures to the present study are as follows:

Tarone (as cited in Warden and Rubin, 1987,p.21) identified several communication strategies which learners use to remain in conversation (i.e. word coinage, mime, circumlocution, appeal for assistance, approximation, silence, questioning, repeating, and approximating the speaker's message and explicit indication or comprehension".

Wong-Fillmore (as cited in Warden and Rubin, 1987,p.21) identified that by using a few well chosen formulas, learners could continue to participate in activities which provided context for the learning of new material.

Oxford (1990, p.237) found that a fair number of learners receiving strategy training had shown greater improvement in language performance than those who were not trained in strategy used.

Piranian (as cited in Ellis, 1979, p.186) found that American University students learning Russian relied more on avoidance, whereas learners with natural exposure used paraphrase too.

Chesterfield and Chesterfield (as cited in Brown, 1994, p.121) found L2 communication strategies being used by Mexican American preschool and first grade children learning English as a second language (e.g. repetition, memorization, formulaic, expression etc.)

Devkota (2003) carried out the study entitled "A study of learning strategies used in studying literature." To find out the learning strategies employed in studying literacy texts by the students of B. Ed. specializing English, he used questionnaire and interview as research tools. The study shows that while studying text the students note down the difficult words and consult the dictionary and translate some of the difficult words into their L₁ only in some cases.

Regmi (2005) carried out the study entitled "Proficiency in use of communicative functions" to find out the proficiency of the Higher Secondary and proficiency of Certificate level students to use communicative functions. He used questionnaire as a tool and found Higher Secondary level students' achievement was better than the achievement of Certificate level students.

Rain (2006) carried out the study entitled "Learning strategies used by Maithili learners of English secondary level" to identify learning strategies used by Maithili Learners of English. He used observation, interview, and questionnaire as research tools. He found that the students used the strategies memorizing, translating, consulting dictionary and using synonym-antonym while learning vocabulary.

Shrestha (2007) carried out the study entitled "Strategies adopted by tenth graders in learning English vocabulary" to find out the learning strategies employed in learning vocabulary by the students of Grade X. He used questionnaire as a research tool. He found that the students used the strategies of verbal repetition, translation into Nepali, note taking of difficult words, keeping vocabulary note, using dictionary (bilingual) and glossary.

Although the research works mentioned above are related to learning strategies, finding communication strategies will be the new topic under any department of T.U. Thus, the present study will be different from the above reviewed literature.

1.3 Objectives

The objectives of the present study are as follows:

- a. To identify the communication strategies applied by Grade 12 students.
- b. To suggest some pedagogical implications.

1.4 Significance of the Study

This research will be beneficial to those teachers and students who are directly involved in teaching and learning English. The research will be equally significant for the syllabus designers, language experts, linguists, textbook writers, and the people who are interested in this field. This research will be invaluable for the Department of English Education itself. The researcher hopes that the research will be the ground work for further studies in this field.

1.5 Definition of the Specific Terms

The following terms have been used in a specific way in this thesis.

Strategy

It refers to the styles or ways that the students adopt to exchange their ideas, emotions, thoughts and feelings easier, faster, more enjoyable, more directed and more transferable to new situation.

Students

This term refers to those who are studying in grade 12 and using communication strategies.

English teachers

This term refers to those teachers who are teaching English at Higher secondary schools in grade 12 as foreign language.

Learning

This term refers to the conscious study of the language by the students in formal setting.

Acquisition

It refers to subconscious mastery of language by the learners in natural environment.

Target language

This term refers to English language.

L1

It refers to the first language.

L2

It refers to the second language. (i.e. English)

Core mean weightage

This term refers to the mean weightage which is calculated from individual mean weightage.

Individual mean weightage

It refers to the mean weightage which is calculated using only one type of research tool.

Approximation

This term refers to the use of vocabulary items or structures, which the learner uses, is not correct but which shares the similar semantic features with original words or structures.

Word coinage

This term refers to the creation of new word to continue the conversation when the speaker feels difficulty.

Circumlocution

This term refers to the description or explanation of the particular words or things when the speaker feels difficulty.

Translation

This term refers to change of meaning words for words and structures for structures from L₁.

Code switching

This term refers to the use or mix of words from first language wherever the speaker cannot use particular word of second language.

Language switching

This term refers to the change of language (If the speaker cannot express his/her idea in target language, he/she can shift the language).

Appeal for assistance

It means asking help with the partner (If the speaker gets problem to continue talking, he/she can appeal for assistance with partner).

Indirect appeal for assistance

It means asking for help with partner remaining silent (If the speaker gets problem to continue conversation, he/she may wish for help silently).

Mime or Gesture

It refers to the use of different kind of bodily activities, facial expression etc. to continue communication.

Topic avoidance

It refers to the avoidance of topic (If the speaker feels the topic unknown, new or difficult, he/she likes to stop it).

Message abandonment

It refers to the stopping of message in the middle somewhere and starting to talk in other subjects.

Repetition

It refers to the repeating of utterances to think about further utterances to continue conversation.

Memorization

This term refers to recall by rote to continue speaking or communication i.e. using other's quotation etc.

Formulaic expression

It refers to the use of any automatic speech unit. Such units are used to fulfill communicative needs.

Verbal attention

This term refers to attracting attention or interrupting and taking attention.

Answer in unison

This term refers to the participating in group to speak thinking as it is the golden opportunity to continue speech.

Talking to self

It refers to the preparation of speaking by talking self to be able to take part in communication fluently.

Elaboration

It refers to providing broad or wide information about the subject matter that he/she is speaking (If the speaker feels easy, he/she can elaborate it).

Anticipatory answer

It refers to the guessing of meaning and using it in a context.

Monitoring

Monitoring refers to the reorganization and verbal correction of errors in vocabulary, style and grammar to make communication effective.

Requesting for clarification

This term refers to asking to be clear where there is difficulty in understanding the message.

Role play

It refers to the act of role for somebody, e.g. playing the role of a doctor, patient etc.

Structure

This term refers to the structural pattern of any tenses rigorously to continue communication. (e.g. Simple present tense, Sub+V¹/V⁵+Obj. etc.)

Key word

This term refers to the use of key or root word instead of using the whole sentence or structure.

Contextualizing

It refers to the use of linguistic unit in certain context to make communication smooth.

CHAPTER – TWO

METHODOLOGY

The researcher adopted the following methodologies to collect the required information for this study.

2.1 Sources of Data

The researcher used both primary and secondary sources of data to carry out this research.

2.1.1 Primary Sources

The primary sources of data were class observations, the responses made by the students to a set of questionnaire and the responses made by the teachers to a set of interview sheet in order to elicit the information about the strategies applied by Grade 12 students.

2.1.2 Secondary Sources

The researcher used secondary sources of data i.e. books, journals, research reports, articles and websites related to 'Learning Strategies'. Some of them were Wanden and Rubin (1987), http://comp.urk_edu/~cxiii/web/, Ellis (1986), Brown (1994), Journals of NELTA (Vol. 10, 11, 12).

2.2 Population of the Study

The sample population of this study was the students and teachers of Higher Secondary Schools from Morang District.

2.2.1 Sample Population

The sample population of the study consisted of 100 students and 10 English language teachers from all six Higher Secondary Schools of Pathari Resource Centre in Morang District. While selecting students from different schools the ratio of nearly 3:1 was applied. Thus, the magnitude of the sample population was 110 only. Moreover, 20 classes from the six different schools were observed.

2.3 Tools for Data Collection

Three types of research tools were employed to elicit the required information from the sample population. A set of questionnaire was prepared to find out the communicative strategies applied by the grade 12 students themselves and a set of structured interview sheet was prepared for the teachers to find out the learning strategies applied by their students. Similarly, the researcher observed twenty concerned classes to collect more reliable data and confirm the communicative strategies applied by Grade 12 students.

2.4 Process of Data Collection

The researcher visited the purposively selected schools after preparing the required copies of the questionnaire. Then, he described the purpose of his visit and established rapport with the concerned body, and asked for permission with the authority. After getting the permission from the authority, he introduced himself with the subject teacher and managed the time to collect the responses from the informants.

The researcher distributed the set of questionnaire and asked the students to fill them out. Then the researcher explained how to respond to the items by giving

one example and told the students that they could ask any questions if they found any difficulty to understand the questionnaire.

The researcher provided a set of structured interview sheet to the English language teacher and discussed about learning strategies that are applied by grade 12 students and requested them to fill up the given interview sheet.

The researcher requested the language teachers to make language class communicative as far as possible and observed the 20 concerned classes (at least two classes from each school).

2.5 Limitations of the Study

The study was confined with the following limitations:

- i) The study was limited to a part of learning strategies i.e. communication strategies.
- ii) The study was limited to the Higher Secondary Schools of Pathari Resource Centre in Morang District.
- iii) Observation was limited to only 20 classes.
- iv) Only 100 students were selected and provided questionnaires to elicit information.
- v) Only 10 English language teachers were selected and provided the interview sheets to fill them up.

2.6 Procedure of Data Analysis

The researcher used the summated scale, more commonly known as the Likert scale to analyze and interpret the collected data, as mentioned by Kumar, (1996). This scale is based upon the assumption that each statement/item on the

scale has equal 'attitudinal value', 'importance' or weight in terms of reflecting on attitude towards the issue in question. That is why five different responses as never, seldom, occasionally, usually and always are made to each item.

While carrying out this research, in order to analyze the collected data, weightage of 1,2,3,4 and 5 was assigned to the responses never, seldom, occasionally, usually and always respectively for the convenience of the researcher. The data, thus, collected were tabulated in a frequency basis. Then, the mean weightage of each item was calculated as follows:

Step-1

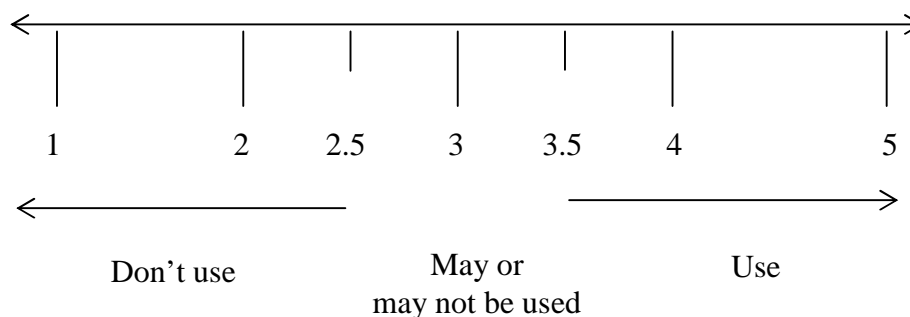
Total Weightage Score = $n_1 \times 1 + n_2 \times 2 + n_3 \times 3 + n_4 \times 4 + n_5 \times 5$ **where**, 1, 2, 3, 4 and 5 are the weightage corresponding to options never, seldom, occasionally, usually and always and $n_1 + n_2 + n_3 + n_4 + n_5 =$ the total number of the responses in the sample questionnaire.

Step-2

$$\text{Mean weightage} = \frac{\text{total weightage Score}}{n_1 + n_2 + n_3 + n_4 + n_5}$$

The numerical value of the mean weightage ranges from 1 to 5. The researcher further hypothesized that the mean weightage above 3.5 in the rating scale proves that the students employ the strategies, whereas, the mean weightage below 2.5 proves that the students do not employ the strategies. Similarly, the mean weightage between 2.5 to 3.5 shows that the students may or may not use

the strategy as hypothesized by Shrestha (2007) and Rain (2006). Graphically, the condition can be shown as follows:



Moreover, the researcher calculated the main weightage separately from the informants (i.e. students, teachers and observations). With the help of mean weightage, the researcher found the strategies used, may or may not be used and not used by the students separately and presented it in table. At last, to make the mean weightage more reliable and valid, the researcher calculated the core mean weightage from all three types of mean weightage and presented in pie chart using percentage of the strategies. Similarly, the strategies mentioned by informants were dealt with descriptively and logically as well.

CHAPTER – THREE

ANALYSIS AND INTERPRETATION

This chapter is completely devoted to the analysis and interpretation of the collected data.

3.1. Students' Responses about the Communication Strategies

There were 25 items in the questionnaire to find out the communicative strategies used by grade 12 students. There were some spaces to find out the new strategies as well. The distribution of the mean weightage in the rating scale regarding the communication strategies was analyzed and the overall analysis of the responses has been given below.

Table No. 1

Distribution of the students' responses on the communication strategies

| Strategies | Rating Scale | | | | | Mean Weightage |
|-----------------------------------|--------------|--------|--------------|---------|--------|-------------------|
| | Never | Seldom | Occasionally | Usually | Always | |
| 1. Approximation | 6 | 22 | 29 | 27 | 16 | 3.29 |
| 2. Word coinage | 39 | 31 | 15 | 13 | 2 | 2.08 |
| 3. Circumlocution | 4 | 23 | 26 | 28 | 19 | 3.35 |
| 4. Translation | 2 | 13 | 21 | 28 | 36 | 3.83 |
| 5. Code switching | 5 | 19 | 21 | 24 | 31 | 3.57 |
| 6. Language switching | 2 | 16 | 23 | 27 | 32 | 3.71 |
| 7. Appeal for assistance | 8 | 24 | 28 | 23 | 17 | 3.17 |
| 8. Indirect appeal for assistance | 2 | 17 | 20 | 31 | 30 | 3.7 |
| 9. Mime or gesture | 25 | 22 | 23 | 18 | 12 | 2.7 |

| | | | | | | |
|----------------------------------|----|----|----|----|----|------|
| 10. Topic avoidance | 7 | 16 | 20 | 27 | 30 | 3.37 |
| 11. Message abandonment | 9 | 13 | 18 | 26 | 34 | 3.63 |
| 12. Repetition | 10 | 22 | 27 | 23 | 18 | 3.17 |
| 13. Memorization | 11 | 17 | 26 | 28 | 18 | 3.27 |
| 14. Formulaic expression | 2 | 14 | 24 | 28 | 32 | 3.74 |
| 15. Verbal attention | 23 | 26 | 19 | 16 | 16 | 2.78 |
| 16. Answer in unison | 7 | 17 | 23 | 24 | 29 | 3.51 |
| 17. Talking to self | 32 | 24 | 18 | 16 | 10 | 2.51 |
| 18. Elaborating message | 8 | 16 | 36 | 27 | 13 | 3.21 |
| 19. Anticipatory answer | 14 | 35 | 22 | 16 | 13 | 2.79 |
| 20. Monitoring | 7 | 27 | 29 | 22 | 15 | 3.11 |
| 21. Requesting for clarification | 10 | 13 | 19 | 38 | 20 | 3.45 |
| 22. Role play | 28 | 22 | 20 | 18 | 12 | 2.64 |
| 23. Structure | 4 | 11 | 19 | 34 | 32 | 3.79 |
| 24. Key word | 3 | 10 | 21 | 36 | 30 | 3.8 |
| 25. Contextualizing | 26 | 27 | 23 | 21 | 5 | 2.54 |

The above table reveals the fact that out of one hundred students, comparatively maximum students selected the option 'always' for nine strategies: translation, code switching, language switching, indirect appeal for assistance, topic avoidance, message abandonment, formulaic expression, structure and key word which present the mean weightage 3.83, 3.57, 3.71, 3.7, 3.37, 3.63, 3.74, 3.79 and 3.8 respectively. Similarly, they selected the option 'usually' for the four strategies: indirect appeal for assistance, requesting for clarification, structure and key word that show the mean weightage 3.7, 3.45, 3.79 and 3.8 respectively; 'occasionally' for only one strategy: elaborating message that the mean weightage of this strategy is 3.21. Likewise, they selected the option 'seldom' for two strategies: anticipatory answer and word

coinage which show the mean weightage 2.79 and 2.08 and 'never' for two strategies: word carriage and talking to self which indicate the mean weightage 2.08 and 2.51 respectively.

In the same way, the above table shows the fact that out of one hundred students, comparatively maximum number of students selected the option 'never' for the seventeen strategies: approximation, circumlocution, translation, code switching, language switching, appeal for assistance, indirect appeal for assistance, topic avoidance, message abandonment, repetition, formulaic expression, answer in unison, elaborating message, monitoring, requesting for clarification, structure and key word. Likewise, they selected the option 'seldom' for one strategy: key word. Similarly, they selected the term 'always' for two strategies: word coinage and contextualizing. And other average students selected the option 'never', 'seldom', 'occasionally', 'usually' and 'always' less or more.

Here, the researcher has hypothesized that out of one hundred students, more than 30 students are specified under maximum students, 10-30 in average and less than ten students in minimum category.

3.1.1 Distribution of the Students' Responses on the Basis of the Strategies Used by themselves

On the basis of the mean weightage mentioned in the table 1, all the strategies can be re-grouped into three categories. They are given below:

3.1.1.1 Strategies Used

The strategies which have the mean weightage above 3.5 belong to this group.

Table No. 2

Strategies used by the students

| S.N. | Strategies | Mean weightage |
|-------------|--------------------------------|-----------------------|
| 1 | Translation | 3.83 |
| 2 | Key word | 3.8 |
| 3 | Structure | 3.79 |
| 4 | Formulaic expression | 3.74 |
| 5 | Language switching | 3.71 |
| 6 | Indirect appeal for assistance | 3.7 |
| 7 | Message avoidance | 3.63 |
| 8 | Code switching | 3.57 |
| 9 | Answer in unison | 3.51 |

Among the twenty-five strategies, it is clear that students use just nine strategies: translation, keyword, structure, formulaic expression, language switching, indirect appeal for assistance, message abandonment, code switching and answer in unison since the mean weightage of these strategies is above 3.5. Out of the nine strategies, most of the students used the strategy translation since it has the highest mean weightage 3.83.

3.1.1.2 Strategies may or may not be Used

The strategies which have the mean weightage in between 2.5 to 3.5 belong to this group.

Table No. 3

Strategies may or may not be used by the students

| S.N. | Strategies | Mean weightage |
|-------------|------------------------------|-----------------------|
| 1 | Requesting for clarification | 3.45 |

| | | |
|----|-----------------------|------|
| 2 | Topic avoidance | 3.37 |
| 3 | Circumlocution | 3.35 |
| 4 | Approximation | 3.29 |
| 5 | Memorization | 3.25 |
| 6 | Elaborating message | 3.21 |
| 7 | Appeal for assistance | 3.17 |
| 8 | Repetition | 3.17 |
| 9 | Monitoring | 3.11 |
| 10 | Anticipatory answer | 2.79 |
| 11 | Verbal attention | 2.78 |
| 12 | Mime or gesture | 2.7 |
| 13 | Role play | 2.64 |
| 14 | Contextualizing | 2.54 |
| 15 | Talking to self | 2.51 |

Among the 25 strategies, it is clear that students may or may not use the following 15 strategies requesting for clarification, topic avoidance, circumlocution, approximation, memorization, elaborating message, appeal for assistance, repetition, monitoring, anticipatory answer, verbal attention, mime or gesture, role play, contextualizing and talking to self, since the mean weightage of these strategies is between 2.5 and 3.5.

3.1.1.3 Strategies not Used

The strategies which have the mean weightage below 2.5 are given in this category.

Table No 4

Strategy not used by the students

| S.N. | Strategy | Mean weightage |
|-------------|-----------------|-----------------------|
| 1 | Word coinage | 2.08 |

Out of the 25 strategies, it is clear that students do not use the strategy word coinage since the mean weightage of this strategy is below 2.5. This strategy has just 2.08 mean weightage.

Among 25 communication strategies mentioned in the questionnaire presented to grade 12 students, they used only 36% of the total strategies. Likewise, 60% of the strategies may or may not be used and remaining 4% strategies were not followed by the students.

3.2 Teachers' Responses about the Communication Strategies

To find out the communication strategies applied by grade 12 students the following 25 items were asked with the FL teachers. The distribution of mean weightage from teachers' responses is presented in the following table.

Table No. 5

Teachers' responses on the communication strategies

| Rating scale Strategies | Never | Seldom | Occasionally | Usually | Always | Mean Weightage |
|--|--------------|---------------|---------------------|----------------|---------------|---------------------------------|
| 1. Approximation | — | 3 | 6 | 1 | — | 2.8 |
| 2. Word coinage | 1 | 5 | 3 | 1 | — | 2.4 |
| 3. Circumlocution | — | 2 | 5 | 3 | — | 3.1 |

| | | | | | | |
|-----------------------------------|---|---|---|---|---|-----|
| 4. Translation | — | 1 | 2 | 6 | 1 | 3.7 |
| 5. Code switching | — | 1 | 4 | 4 | 1 | 3.5 |
| 6. Language switching | 1 | 2 | 5 | 2 | — | 2.8 |
| 7. Appeal for assistance | — | 2 | 6 | 2 | — | 3 |
| 8. Indirect appeal for assistance | — | 4 | 2 | 4 | — | 3 |
| 9. Mime or gesture | — | 3 | 5 | 2 | — | 2.9 |
| 10. Topic avoidance | — | 3 | 6 | 1 | — | 2.8 |
| 11. Message abandonment | — | 6 | 3 | 1 | — | 1.9 |
| 12. Repetition | — | 5 | 4 | 1 | — | 2.6 |
| 13. Memorization | — | 4 | 3 | 3 | — | 2.9 |
| 14. Formulaic expression | — | 1 | 4 | 4 | 1 | 3.5 |
| 15. Verbal attention | — | 5 | 4 | 1 | — | 2.6 |
| 16. Answer in unison | — | — | 5 | 5 | — | 3.5 |
| 17. Talking to self | — | 6 | 3 | 1 | — | 2.5 |
| 18. Elaborating message | | 3 | 5 | 1 | 1 | 3 |
| 19. Anticipatory answer | — | 3 | 7 | — | — | 2.7 |
| 20. Monitoring | — | 3 | 3 | 4 | — | 2.1 |
| 21. Requesting for clarification | — | 2 | 4 | 4 | — | 3.2 |
| 22. Role play | 3 | 4 | 3 | — | — | 2 |
| 23. Structure | — | 1 | 3 | 6 | — | 3.5 |
| 24. Key word | — | 2 | 5 | 3 | — | 3.1 |
| 25. Contextualizing | — | 5 | 5 | — | — | 2.5 |

This table shows the fact that out of 10 teachers comparatively maximum number of teachers chose the options 'seldom', 'occasionally' and 'usually' for each strategy. Actually, they chose the option 'always' for the following eight strategies: translation, code switching, indirect appeal for assistance, formulaic expression, answer in unison, monitoring, requesting for clarification and

structure. Similarly, they selected the option 'occasionally' for the following sixteen strategies: approximation, circumlocution, code switching, language switching, appeal for assistance, indirect appeal for assistance, mime or gesture, topic avoidance, repetition, formulaic expression, verbal attention, answer in unison, elaborating message, anticipatory answer, requesting for clarification, key word, contextualizing. Likewise, they selected the option 'seldom' for nine strategies: word coinage, indirect appeal for assistance, message abandonment, repetition, memorization, verbal attention, talking to self, role play and contextualizing.

The table reveals the fact that only few number of teachers selected the options 'never' and 'always'. Only one teacher selected the option 'always' for the following four strategies: translation, code switching, formulaic expression and elaborating message. In the same way, only one teacher selected the option 'never' for two strategies: word coinage and language switching and three teachers selected the option 'never' for the strategy role play.

Here, in the process of table explanation, the researcher hypothesized that out of 10 teachers more than 4 teachers are specified under maximum teachers.

3.2.1 Teachers' Responses on the Communicative Strategies

On the basis of the mean weightage mentioned in the table 5, all the strategies are re-grouped into three categories. They are given below:

3.2.1.1 Strategies Used

The strategies which have the mean weightage above 3.5 belong to this group.

Table No. 6

Strategies used by the students

| S.N. | Strategies | Mean weightage |
|-------------|----------------------|-----------------------|
| 1. | Translation | 3.7 |
| 2. | Structure | 3.5 |
| 3. | Answer in unison | 3.5 |
| 4. | Code switching | 3.5 |
| 5. | Formulaic expression | 3.5 |

Among the twenty-five strategies asked for teachers to find out the strategy used by students, it is clear that students use the following five strategies: translation, structure, answer in unison, code switching and formulaic expression since the mean weightage of the strategies is above 3.5. Out of these five strategies, students mostly use the strategy translation.

3.2.1.2 Strategies may or may not be Used

The strategies which have the mean weightage between 2.5 and 3.5 belong to this group.

Table No. 7

Strategies may or may not be used by the students

| S.N. | Strategies | Mean weightage |
|-------------|--------------------------------|-----------------------|
| 1. | Requesting for clarification | 3.2 |
| 2. | Key word | 3.1 |
| 3. | Circumlocution | 3.1 |
| 4. | Appeal for assistance | 3 |
| 5. | Indirect appeal for assistance | 3 |

| | | |
|-----|---------------------|-----|
| 6. | Elaborating message | 3 |
| 7. | Mime or Gesture | 2.9 |
| 8. | Memorization | 2.9 |
| 9. | Language switching | 2.8 |
| 10. | Approximation | 2.8 |
| 11. | Topic avoidance | 2.8 |
| 12. | Anticipatory answer | 2.7 |
| 13. | Verbal attention | 2.6 |
| 14. | Repetition | 2.6 |
| 15. | Talking to self | 2.5 |
| 16. | Contextualizing | 2.5 |

From this table it is clear that students may or may not use these sixteen strategies: requesting for clarification, key word, circumlocution, appeal for assistance, indirect appeal for assistance, elaborating message, mime or gesture, memorization, language switching, approximation, topic avoidance, anticipatory answer, verbal attention, repetition, talking to self and contextualizing since the mean weightage is between 3.5 to 2.5.

3.2.1.2 Strategies not Used

The strategies which have the mean weightage below 2.5 are given in this category.

Table No. 8

Strategies not used by the students

| S.N. | Strategies | Mean weightage |
|------|--------------|----------------|
| 1. | Word coinage | 2.4 |

| | | |
|----|---------------------|-----|
| 2. | Monitoring | 2.1 |
| 3. | Role play | 2 |
| 4. | Message abandonment | 1.9 |

From the above table, it is found that the students do not use the following strategies: word coinage, monitoring, role play and message abandonment since the mean weightage of these strategies is below 2.5

Among 25 communication strategies mentioned in the interview sheet, the students used only 12% of the total strategies. Similarly, 72% of the strategies may or may not be used and 16% of the strategies are not followed by the students.

3.3 Students' Responses on Communication Strategies through Observation

The researcher used the same 25 items of communication strategies in the class observation form and observed the classes. The distribution of mean weightage is presented in the following table.

Table No. 9

Students' responses on the communication strategies found in observation

| Strategies | Rating Scale | | | | | Mean Weightage |
|-------------------|--------------|--------|--------------|---------|--------|----------------|
| | Never | Seldom | Occasionally | Usually | Always | |
| 1. Approximation | 9 | 7 | 4 | — | — | 1.75 |
| 2. Word coinage | 20 | — | — | — | — | 1 |
| 3. Circumlocution | 18 | 2 | — | — | — | 1.1 |

| | | | | | | |
|-----------------------------------|----|----|----|----|---|------|
| 4. Translation | 2 | 3 | 5 | 10 | — | 3.15 |
| 5. Code switching | 1 | 9 | 10 | — | — | 2.45 |
| 6. Language switching | 1 | 1 | 11 | 7 | — | 3.7 |
| 7. Appeal for assistance | 5 | 13 | 1 | 1 | — | 1.9 |
| 8. Indirect appeal for assistance | — | 2 | 10 | 8 | — | 3.3 |
| 9. Mime or gesture | 3 | 5 | 5 | 7 | — | 2.8 |
| 10. Topic avoidance | 9 | 7 | 1 | 3 | — | 1.9 |
| 11. Message abandonment | 7 | 4 | 4 | 5 | — | 2.35 |
| 12. Repetition | 4 | 9 | 7 | — | — | 2.15 |
| 13. Memorization | 15 | 3 | 2 | — | — | 1.35 |
| 14. Formulaic expression | 2 | 2 | 5 | 6 | 5 | 3.5 |
| 15. Verbal attention | 19 | 1 | — | — | — | 1.05 |
| 16. Answer in unison | 1 | 2 | 5 | 6 | 6 | 3.7 |
| 17. Talking to self | 11 | 8 | 1 | — | — | 1.5 |
| 18. Elaborating message | 18 | 2 | — | — | — | 1.1 |
| 19. Anticipatory answer | 16 | 3 | 1 | — | — | 1.25 |
| 20. Monitoring | 11 | 2 | 7 | — | — | 1.8 |
| 21. Requesting for clarification | 1 | 2 | 7 | 4 | 6 | 3.6 |
| 22. Role play | 19 | 1 | — | — | — | 1.05 |
| 23. Structure | 1 | 2 | 8 | 6 | 3 | 3.4 |
| 24. Key word | 4 | 7 | 9 | — | — | 2.25 |
| 25. Contextualizing | 20 | — | — | — | — | 1 |

The above table reveals the fact that out of 20 observed classes, students did not use the strategies: word coinage and contextualizing in all 20 classes, verbal attention and role play in 19 classes, circumlocution and elaborating message in 18 classes, anticipatory answer in 16 classes, memorization in 15 classes, talking to self and monitoring in 11 classes, approximation and topic

avoidance in 9 classes, message abandonment in 7 classes, appeal for assistance in 5 classes, repetition and key word in 4 classes, mime or gesture in 3 classes, translation and formulaic expression in 2 classes, code switching, language switching, answer in unison, requesting for clarification and structure in 1 class. The table shows the fact that they used the strategy indirect appeal for assistance in all 20 classes. In other classes, they used the strategies less or more in different percentage.

3.3.1 Students' Responses Found in Observation

On the basis of the mean weightage mentioned in the table 9, all the strategies are regrouped into three categories. They are given below:

3.3.1.1 Strategies Used

The strategies which have the mean weightage above 3.5 belong to this group.

Table No. 10

Strategies used by students

| S.N. | Strategies | Mean weightage |
|-------------|------------------------------|-----------------------|
| 1. | Language switching | 3.7 |
| 2. | Answer in unison | 3.7 |
| 3. | Requesting for clarification | 3.6 |
| 4. | Formulaic expression | 3.5 |

Among the 25 strategies used in observation, it is clear that students use the following four strategies: language switching, answer in unison, requesting for clarification and formulaic expression since the mean weightage of these strategies is above 3.5.

3.3.1.2 Strategies may or may not be Used

The strategies which have the mean weightage between 2.5 and 3.5 belong to this group.

Table No. 11

Strategies may or may not be used by the students

| S.N. | Strategies | Mean weightage |
|------|--------------------------------|----------------|
| 1. | Structure | 3.4 |
| 2. | Indirect appeal for assistance | 3.3 |
| 3. | Translation | 3.3 |
| 4. | Mime or Gesture | 2.8 |

Here, it is clear that students may or may not use the following four strategies: structure, indirect appeal for assistance, translation and mime or gesture since the mean weightage is between 2.5 and 3.5.

3.3.1.3 Strategies not Used

The strategies which have the mean weightage below 2.5 are given in this category.

Table No. 12

Strategies not used

| S.N. | Strategies | Mean weightage |
|------|---------------------|----------------|
| 1. | Code switching | 2.45 |
| 2. | Message abandonment | 2.35 |
| 3. | Key word | 2.25 |
| 4. | Repetition | 2.15 |

| | | |
|-----|-----------------------|------|
| 5. | Topic avoidance | 1.9 |
| 6. | Appeal for assistance | 1.9 |
| 7. | Monitoring | 1.8 |
| 8. | Approximation | 1.75 |
| 9. | Talking to self | 1.5 |
| 10. | Memorization | 1.35 |
| 11. | Anticipatory answer | 1.25 |
| 12. | Circumlocution | 1.1 |
| 13. | Elaborating message | 1.1 |
| 14. | Verbal attention | 1.05 |
| 15. | Role play | 1.05 |
| 16. | Contextualizing | 1 |
| 17. | Word coinage | 1 |

From this table, we can conclude that students do not use the following seventeen strategies: code switching, message abandonment, key word, repetition, topic avoidance, appeal for assistance, monitoring, approximation, talking to self, memorization, anticipatory answer, circumlocution, elaborating message, verbal attention, role play, contextualizing and word coinage since the mean weightage of these strategies is below 2.5.

Among 25 communication strategies observed in 20 concerned classes it was found that students used only 16% of the strategies. Twelve percent of strategies may or may not be used and remaining 72% strategies are not employed by the students.

3.4 Core Mean Weightage

To find out the core mean weightage, the mean weightage which was achieved from questionnaire, interview and observation separately was calculated. The core mean weightage is presented below.

Table No. 13

Core mean weightage

| Strategies | Mean weightage from students | Mean weightage from teachers | Mean weightage from observation | Core Mean Weightage |
|-----------------------------------|-------------------------------------|-------------------------------------|--|----------------------------|
| 1. Approximation | 3.29 | 2.8 | 1.75 | 2.61 |
| 2. Word coinage | 2.08 | 2.4 | 1 | 1.82 |
| 3. Circumlocution | 3.35 | 3.1 | 1.1 | 2.51 |
| 4. Translation | 3.83 | 3.7 | 3.15 | 3.56 |
| 5. Code switching | 3.57 | 3.5 | 2.45 | 3.17 |
| 6. Language switching | 3.71 | 3.1 | 3.7 | 3.50 |
| 7. Appeal for assistance | 3.17 | 3 | 1.9 | 2.69 |
| 8. Indirect appeal for assistance | 3.7 | 3.5 | 3.3 | 3.5 |
| 9. Mime or gesture | 2.7 | 2.9 | 2.8 | 2.8 |
| 10. Topic avoidance | 3.37 | 2.8 | 1.9 | 2.25 |
| 11. Message abandonment | 3.63 | 1.9 | 2.35 | 2.62 |
| 12. Repetition | 3.17 | 2.6 | 2.15 | 2.64 |
| 13. Memorization | 3.25 | 2.9 | 1.35 | 2.5 |
| 14. Formulaic expression | 3.74 | 3.5 | 3.5 | 3.58 |
| 15. Verbal attention | 3.78 | 2.6 | 1.05 | 2.14 |
| 16. Answer in unison | 3.51 | 3.5 | 3.7 | 3.57 |

| | | | | |
|----------------------------------|------|------|------|------|
| 17. Talking to self | 2.51 | 2.5 | 1.5 | 2.17 |
| 18. Elaborating message | 3.21 | 3 | 1.1 | 2.43 |
| 19. Anticipatory answer | 2.79 | 2.7 | 1.25 | 2.24 |
| 20. Monitoring | 3.11 | 2.1 | 1.8 | 2.33 |
| 21. Requesting for clarification | 3.45 | 3.45 | 3.6 | 3.5 |
| 22. Role play | 2.64 | 2 | 1.05 | 1.89 |
| 23. Structure | 3.79 | 3.5 | 3.4 | 3.56 |
| 24. Key word | 3.8 | 3.1 | 2.25 | 3.05 |
| 25. Contextualizing | 2.54 | 2.5 | 1 | 2.01 |

The above table shows the facts that, the three other mean weightages are calculated to find out the core mean weightage which is the final result of this research to decide either the students use or do not use the strategies. For example, for the strategy approximation, mean weightage from students, teachers and through observation are 3.29, 2.8 and 1.75 and the core mean weightage is 2.61. From the above table it is also clear that students use seven strategies, they may or may not use nine strategies and they do not use the remaining nine strategies on communication.

3.4.1 Classification of Strategies on the Basis of Core Mean Weightage

On the basis of the mean weightage mentioned in the table 13 all the strategies can be regrouped into three categories. They are given below.

3.4.1.1 Strategies Used

The strategies which have mean weightage above 3.5 belong to this group.

Table No. 14

Strategies used by students

| S.N. | Strategies | Mean weightage | Remarks |
|------|--------------------------------|----------------|---------|
| 1. | Formulaic expression | 3.58 | |
| 2. | Answer in unison | 3.57 | |
| 3. | Translation | 3.56 | |
| 4. | Structure | 3.56 | |
| 5. | Requesting for clarification | 3.5 | |
| 6. | Language switching | 3.5 | |
| 7. | Indirect appeal for assistance | 3.5 | |

On the basis of the core mean weightage table no. 14, it is clear that students use the following seven strategies: formulaic expression, answer in unison, translation, structure, requesting for clarification, language switching and indirect appeal for assistance because the mean weightage of these strategies is above 3.5.

3.4.1.2 Strategies may or may not be Used

The strategies which have the mean weightage between 2.5 and 3.5 belong to this group. They are given below.

Table No. 15

Strategies may or may not be used by students

| S.N. | Strategies | Mean weightage | Remarks |
|------|----------------|----------------|---------|
| 1. | Code switching | 3.14 | |
| 2. | Key word | 3.05 | |

| | | | |
|----|-----------------------|------|--|
| 3. | Mime or Gesture | 2.8 | |
| 4. | Appeal for assistance | 2.69 | |
| 5. | Repetition | 2.69 | |
| 6. | Message abandonment | 2.62 | |
| 7. | approximation | 2.61 | |
| 8. | Circumlocution | 2.51 | |
| 9. | Memorizing | 2.5 | |

On the basis of the core mean weightage table no. 15, we see that students may or may not use the following nine strategies: code switching, key word, mime or gesture, appeal for assistance, repetition, message abandonment, approximation, circumlocution and monitoring.

3.4.1.3 Strategies not Used

The strategies which have the mean weightage below 2.5 are given in this category.

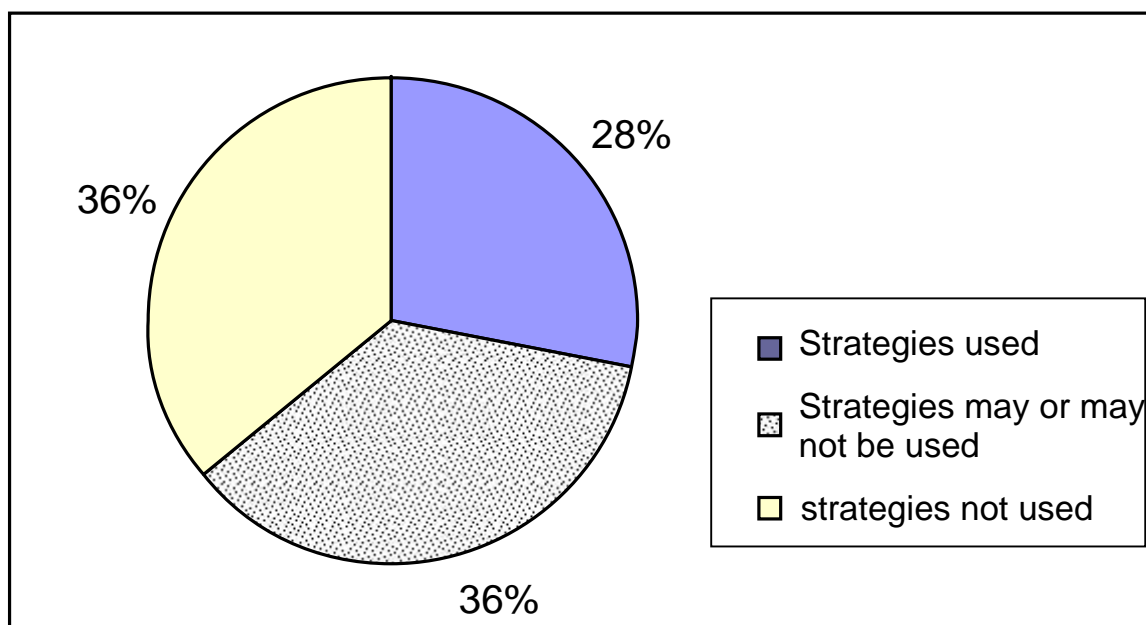
Table No. 16
Strategies not used by the students

| S.N | Strategies | Mean weightage | Remarks |
|-----|---------------------|----------------|---------|
| 1. | Monitoring | 2.33 | |
| 2. | Topic avoidance | 2.25 | |
| 3. | Anticipatory answer | 2.24 | |
| 4. | Talking to self | 2.17 | |
| 5. | Verbal attention | 2.14 | |
| 6. | Elaborating | 2.43 | |
| 7. | Contextualizing | 2.01 | |

| | | | |
|----|--------------|------|--|
| 8. | Role play | 1.89 | |
| 9. | Word coinage | 1.82 | |

Here, this table clearly shows that students do not use the following nine strategies: monitoring, topic avoidance, anticipatory answer, talking to self, verbal attention, elaborating message, contextualizing, role play and word coinage on communication.

These can be shown in the pie chart as follows.



Among the 25 communication strategies mentioned in this research, the students use only 28% of the total strategies. Likewise, 32% of the strategies may or may not be used by the students and remaining 36% strategies aren't followed.

3.4 Analysis and Interpretation of Data Descriptively

On the basis of the collected data, the analysis and interpretation is presented below:

a. Approximation

The first strategy in investigation was approximation. While calculating the mean weightage 3.29 from students' response, 1.75 in class observation and 2.8 from teachers' response was found. The core mean weightage 2.61 shows that the students may or may not use the strategy.

b. Word coinage

The second item in research was word coinage strategy. The core mean weightage 1.82 proves that students do not apply this strategy. The mean weightage from students', teachers' response and class observation record are 2.08, 2.4 and 1 respectively. It shows that students do not use this strategy.

c. Circumlocution

The third item in the investigation included the circumlocution strategy. The mean weightage was 3.35, 3.1 and 1.1 by students, teachers and observation respectively. The calculated core mean weightage 2.5 proves that the students may or may not employ this strategy.

d. Translation

The fourth item in the investigation included code switching. The core mean weightage of this strategy 3.14 proves that students may or may not apply this strategy. However mean weightage 3.57 shows that grade 12 students apply

this strategy and the mean weightage 3.4 and 2.45 from teachers' response and class observation show that the students may or may not apply this strategy.

e. Code switching

The fifth item in the investigation was code switching strategy. While calculating the core mean weightage 3.17 proves that students may or may not use this strategy. And the mean weightage 3.5 from teachers' responses and the mean weightage 3.57 from students' responses show that they use this strategy but mean weightage 2.45 found in observation shows that they do not use this strategy.

f. Language switching

The sixth strategy in investigation was language switching. While calculating mean weightage 3.7 and 3.71 from students' responses and from observation show that the students apply this strategy but the mean weightage from teacher 3.1 shows that students may or may not use this strategy. However, the core mean weightage 3.50 proves that students apply this strategy.

g. Appeal for assistance

The seventh item in the research was appeal for assistance. Here, the core mean weightage 2.69 proves that the students may or may not use this strategy. In individual mean weightage from students' response and teachers' response 3.17 and 3 show that the students may or may not use this strategy, whereas the mean weightage of observation 1.9 shows that students do not apply this strategy.

h. Indirect appeal for assistance

While investigating the strategy 'indirect appeal for assistance', the core mean weightage 3.5 proves that the students apply this strategy where the individual mean weightage 3.7 and 3.5 from students' responses and teachers' responses respectively show that this strategy is applied by students but the mean weightage of class observation 3.3 shows that students may or may not use this strategy.

i. Mime or Gesture

While calculating the mean weightage of the strategy mime or gesture, the individual mean weightage 2.7, 2.9 and 2.8 from students', teachers' responses and observation record respectively show that the students may or may not apply this strategy. However, the core mean weightage 2.8 also proves that students may or may not use this strategy.

j. Topic avoidance

The tenth strategy in investigation was topic avoidance while calculating the mean weightage 3.37 from students shows that the students use that strategy, mean weightage 2.8 from teachers' shows that they may or may not use this strategy. The record of observation 1.9 shows that the students do not use this strategy. However, the core mean weightage 2.25 proves that students do not use this strategy.

k. Message abandonment

The eleventh strategy in investigation was message abandonment. Here core mean weightage 2.62 proves that the students may or may not use this strategy,

While mean weightage 3.63 from students shows that students use this strategy. The mean weightage from teachers' responses and observation record 1.9 and 2.35 respectively show that students do not use this strategy.

l. Repetition

The twelfth strategy in the research was repetition. Here the core mean weightage 2.64 proves that students may or may not use this strategy. However, the mean weightage 3.17 and 2.6 from students and teachers show that they may or may not use the strategy. The mean weightage 2.15 achieved from class observation shows that students do not use this strategy.

m. Memorization

The thirteenth item in the investigation was memorization strategy. Here the mean weightage 2.5 proves that students may or may not use this strategy, whereas the mean weightage 3.25 and 2.9 achieved from students' and teachers' responses show that they may use or may not use the strategy. The mean weightage 1.35 from observation shows that they do not use the strategy.

n. Formulaic expression

The fourteenth item in the investigation was formulaic expression. The core mean weightage 3.58 proves that the students use this strategy. The mean weightage 3.74, 3.5 and 3.5 show that they use this strategy which was from students', teachers' responses and observation record respectively.

o. Verbal attention

The fifteenth item in the investigation was verbal attention. The core mean weightage 2.14 proves that the students may or may not use this strategy. The

mean weightage 2.78 and 2.6 achieved from students' and teachers' response also show that students may or may not use this strategy but the mean weightage 1.05 from observation shows that students do not use this strategy.

p. Answer in unison

The sixteenth item in the investigation was answer in unison. The core mean weightage 3.57 proves that the students use this strategy. All the mean weightage 3.51, 3.7 and 3.5 achieved gradually from students' response, class observation and teachers' responses show that they certainly use this strategy.

q. Talking to self

The seventeenth strategy used in research was talking to self. The core mean weightage of this strategy 2.17 proves that students do not use this strategy. The mean weightage 1.5 from observation also show that students do not use this strategy, but the mean weightage 2.51 and 2.5 from the students' and teachers' responses show that they may or may not use this strategy.

r. Elaborating message

The eighteenth strategy used in research was elaborating message. Here the core mean weightage 2.43 proves that students do not use this strategy. The mean weightage 3.21 and 2.43 achieved from students' and teachers' responses also show students may or may not use this strategy. But the mean weightage 1.1 show that students do not use this strategy.

s. Anticipatory answer

The nineteenth item in the research was anticipatory answer. While calculating individual mean weightage, the mean weightage 2.79 and 2.7 show that the

students may or may not use this strategy. The mean weightage 1.25 from class observation shows that students do not use this strategy. The core mean weightage 2.4 proves that the students do not use this answer.

t. Monitoring

The twentieth item in the research was monitoring. Here, the core mean weightage proves that students do not use this strategy. In individual mean weightage 3.11 from students response shows that they may or may not use the strategy but the mean weightage 2.1 and 1.8 from teachers' response and observation record respectively show that they do not use the strategy.

u. Requesting for clarification

The twenty first item in the research was requesting for clarification. Here the core mean weightage 3.5 proves that they use this strategy. In individual mean weightage 3.45 and 3.45 from students' and teachers' responses show that they may or may not use this strategy. However, the mean weightage 3.6 from class observation shows that they use this strategy.

v. Role play

In investigation the twenty second strategy was role play. While calculating core mean weightage, 1.89 proves that students' may or may not use this strategy, mean weightage 2.64 from the students' responses shows that they may or may not use this strategy. But mean weightage 2 and 1.05 from teachers' response and class observation record show that they do not use this strategy.

w. Structure

The core mean weightage 3.56 proves that students use this strategy. Individual mean weightage 3.79 and 3.5 from students' and teachers' responses show that students use this strategy, but the mean weightage 3.4 achieved from class observation record shows that they may or may not use this strategy.

x Key word

While calculating the mean weightage of key word strategy the core mean weightage 3.05 proves that students may or may not use this strategy. Individual mean weightage 3.8 and 3.1 from students' and teachers' responses show that they use and they may or may not use this strategy. But the mean weightage 2.25 from class observation shows that they do not use the strategy.

y. Contextualizing

The last item in the investigation was contextualizing. Here, the core mean weightage 2.01 proves that students do not use this strategy. However, the mean weightage 2.54 and 2.5 from students' and teachers' responses show that these strategies may or may not be used. The mean weightage 1 in class observation shows that students do not use this strategy.

CHAPTER – FOUR

FINDINGS AND RECOMMENDATIONS

This chapter presents findings and recommendations of the study. The main objective of this research was to identify what strategies are being applied by the students understudy while taking part in communication using L₂ in the context of Nepal. Besides this, one of the two objectives was to suggest some pedagogical implications for enhancing learning process.

The researcher constructed three sets of tools; questionnaire using five point Likert scale to judge the communication strategies. To ensure the validity and reliability of the finding, a set of interview sheet and observation form were constructed using the same Liket scale. The interview sheet was prepared for the teachers. In the same way, the observation form was prepared for the researcher himself. Data were collected from hundred students of grade 12 studying in all six different Higher Secondary Schools of Pathari Resource Center in Morang district. One hundred students were selected using nearly the ratio of 3:1 from each school. Ten English language teachers were selected from six Higher Secondary Schools purposively. The researcher observed 20 classes in the same six Higher Secondary Schools (observing at least 2 classes from each school).

The data was gathered using three types of tools from students, teachers and observation. Then the data were tallied, tabulated and mean weightage was calculated separately. At last, the researcher calculated the core mean weightage. After the overall analysis, the researcher pinpointed the strategies that are applied by the students.

4.1. Findings

On the basis of analysis and interpretation, the following findings have been derived. Out of 25 strategies only 7 strategies were applied, 9 strategies were may or may not be used and 8 strategies were not used.

a. Strategies used

- i) Answer in unison
- ii) Translation
- iii) Structure
- iv) Formulaic expression
- v) Requesting for clarification
- vi) Language switching
- vii) Indirect appeal for assistance

b. Strategies may or may not be used

- i. Code switching
- ii. Key word
- iii. Mime or Gesture
- iv. Appeal for assistance
- v. Message abandonment
- vi. Approximation
- vii. Repetition
- viii. Circumlocution
- ix. Memorization

c. Strategies not used

- i. Monitoring
- ii. Topic avoidance
- iii. Anticipatory answer
- iv. Talking to self
- v. Verbal attention
- vi. Elaborating message
- vii. Contextualizing
- viii. Role play
- ix. Word coinage

4.2 Recommendations

On the basis of the findings of the research, the researcher would like to make the following recommendations:

- i. While teaching English, the teachers should expose the students with more strategies as far as practicable.
- ii. Teacher should use different educational materials such as audio cassette, video, T.V. etc in language classroom to develop listening and speaking capacity of the students.
- iii. To motivate or inspire the students to use English language regularly or continuously inside and outside the school is necessary.
- iv. English language teachers should play the role of a facilitator, guide, motivator, organizer etc. in the classroom rather than the traditional role of authority.

- v. The total units or lessons or exercises should be practiced in the classroom instead of being exam-oriented and giving high emphasis on those exercises which are frequently asked in the examination.
- vi. The existing testing system should be changed, while testing students' learning, there must be given place for listening and speaking tests.
- vii. Training must be given to all Higher Secondary Level English teachers.
- Viii. School administration should manage extra-class for English. The 45 minute period can not be sufficient to provide equal opportunity for all students in communication.
- ix. All the concerned personalities and authorities should take immediate action to implement the findings of this research in order to ratify the problem in communication and strengthen the slow progress of the students.

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