# CHAPTER ONE: INTRODUCTION

## 1.1 General Background

Language is the most important medium of human communication. It is the means of self-expression and communication or expression of ideas or feelings. Language is species specific, unique and universal within human species. Language is defined as a means of communication. Language is the system of human communication, which consists of the structured arrangement of sounds (or their written representations) into larger units, e.g. morphemes, words, sentences. In common usage it can also refer to non-human system of communication such as bees' or dolphins' communication system. Language means a system of human communication, for example, the French language, the Hindi language etc. Sometimes, a language is spoken by the majority people of a particular country for example, Japanese in Japan, but sometimes a language is spoken by only a small part of the population of a country, for example Tamil in India, French in Canada.

Oxford Advanced Learner's Dictionary (2007) defines language as, "the system of communication in speech and writing that is used by people of a particular country or area" (p.862). Some other linguists also define language in the same way as done by the dictionary. Hockett (1970) says, "Language is the most valuable single possession of human race" (p. 1). In other words, language is specific to human kind i.e. only human beings can have the capability to speak language and their mind is genetically equipped with it. It has enabled man to establish great civilizations on this earth. Man differs from all the other species on this earth only because he possesses a unique faculty of speech. Similarly, Wren (1983) defines language as, "a universal medium of life for conveying the common facts and feelings of everyday life and the philosophers' searching after truth, and all that lies between" (p.1). In the same way, language has been described and defined from different angles. "Language is a system of conventional, spoken or written symbols by means of which human beings, as

members of a social group and participants' in its culture, communicate" (Encyclopedia Britannia Vol. 13). Some other persons have also defined language as done by the encyclopedia. "Language is the system of structural arrangements of sounds or units e.g. morphemes, words and sentences" (Richard et al., 1985, p. 296).

There are many great linguists and scholars who have spent the whole of their lives to the mysterious question of defining language but none of their definitions are absolutely complete in themselves. However, different definitions given by different scholars share some common characteristics of language. According to American linguist Sapir (1978), "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily, produced symbols" (p.8). Similarly, according to Varshney (2007), "in nutshell, language is an organized noise used in actual social situations" (p.1). In the same way, Firth (as cited in Rajimwale, 2003) calls language poly-systematic (p.3). Language has different systems e.g. phonological, morphological, syntactic, semantic and so on. Each of these systems is a complex network of sets of rules and relations of mutual dependencies. These units govern and determine other units. That is why, language is called system of systems. This definition stresses on the system of language. Wardhaugh (1998) opines, "a language is what the members of a particular society speak" (p. 1).  So, language has no existence without people. And it is species-specific too, only the human beings possess language.   It is language that has enabled human beings to be supersensitive animals in the world. It is the use of language that makes our life bitter or sweet as it is the maker or not maker of human relationships.

 To conclude, language is a voluntary, vocal system of human communication. It is a man made system. No language is superior or inferior in terms of communicating ideas. There are innumerable languages in the world and English is one of them.

Language has two basic purposes: general and specific. In general purpose, language is considered only for communication and everyday function. Specific purpose is limited to definite purpose e.g. institutional, instructional, argumentative, etc

**1.1.2 The English Language**

The history of English language and literature is unknown. However in the modern world the English language is a global language. It is the worldwide used language and one of the five UNO languages. It is a scientific technical language and worldwide popular language. Nearly 300 million people of the world speak English language. English is known as different perspectives.

**a) English as a Foreign Language**

The country in which no native speaker of English learn it as a foreign language. The role of the English in such countries is generally limited to academic purpose. It is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business or industry) with in the country.

**b) English as an International Language**

In many countries of the world today, the English language is known as international language. It is used for international communication, for example, a Brazilian uses English to negotiate a business contract with a Japanese businessman. The type of the English used on such occasions need not necessarily be based on native speakers' varieties of English, but will vary according to the mother tongue of the people speaking it and the purposes for which it is being used.

**c) English as a Second Language**

Generally, the second language means the language which the speaker or learner acquires or learns after his mother tongue. In context of a nation where it is widely used within the country e.g. as a language of instruction at school, as a language of business and government, and of everyday communication by

some people, but it is not the first language of the people living in that country e.g. in Singapore, the Philippines, India and Nigeria.

**d) English as a Second Language Programme**

Second language programme is a programme for teaching English to the speakers of other languages in English speaking countries. English as a second language programmes are generally based on particular language teaching methods and teaching language skills (speaking, understanding, reading and writing. They may be school programs for immigrants and other non-English - speaking children, used together with BILINGUAL EDUCATION or with regular school programmes, or community programmes for adults.

**1.1.3 A Brief History of the English in Nepal**

The history of teaching and learning English in Nepal is not so long. When the British Empire ruled over India, it rooted there as a second language of India. India and Nepal are neighboring countries. So, just as everything as a fashion or design shown in India comes gradually in Nepal, in the same way  the English language entered in Nepal with the foundation of Durbar High school in 1853 A.D. It was the first English Medium school of Nepal established by the then de facto Prime Minister Jung Bahadur Rana. When he visited England in 1850 to strengthen the bilateral ties of friendship with the then powerful Empire, Great Britain where he got a warm reception by Queen Victoria, he realized the importance of the English to communicate and strengthen his friendly relationship with the English people to make his position even stronger in Nepal.

After his return to Nepal, Junga Bahadur Rana invited an English man to teach the English language to the Ranas' children. Then he established Durbar High school the first school to impart English education. The doors of Durbar High School were opened for common people during Chandra Shamsher's tenure. In fact, the Ranas were not favour of opening schools for common people. The expansion of the English language started with the spreading of modern education in Nepal. The teaching and learning of the English at the higher level

was started when P.M. Chandra Shamsher established Tri-Chandra College in 1918 A.D. Tri-Chandra College made the formal beginning of the English in higher education in Nepal. The dawn of democracy, in 1951 A.D. brought the light of education and beams of hope to people in Nepal. High schools spread in no time. After the introduction of New Education System Plan (NESP, 1971 A.D.) some radical changes took place in the education system of Nepal. A great change was brought in the English Curriculum as well. There were two hundred full marks English papers in the high school's final examination. The high school English curriculum aimed at providing the students with literature taste in the English. Now the English language has been made a compulsory subject in education system from grade one to bachelor's level in Nepal.

### 1.1.4 Importance of the English in Nepal

The English language has gained the most important status in Nepal amongst the foreign languages. Its importance is being increased day by day .It has been taken as a compulsory subject from nursery to bachelor level. Every student has to pass this subject in S.L.C. and the higher level of formal education. Hence it is inevitable of academic and communicative purposes.

The role of the English in under developing country like Nepal can hardly ever be exaggerated. The teaching of the English is essential for different purposes. It can be taught for an international purpose that is for carrying international relationships. Nepal has got an active membership of international organizations like the UNO, SAARC etc. the English is one of the official languages used in these organizations. It is one of the many modern languages, which are being taught and learnt in many countries of the world. It plays a pivotal role in the development of trade, transport and communication. So it is accepted as an international lingua franca and a medium of global communication. There is also a great need of the English language. The knowledge of the English has become a must in Nepal, particularly to our students for their further studies and also to those who work in the field of tourism, foreign affairs and international trade.

Similarly, doctors, engineers, pilots, foreign diplomats and highly technical personalities should have the knowledge of the English. It is very difficult to get success in higher level of education unless and until one gets good proficiency over the English. The government of Nepal has also started to impart education in English to its citizens from grade one. I have already mentioned that when we turn the pages of history of the English language teaching in Nepal, we can find that it was started in 1854 A.D. During the Rana Regime, English was limited with the family of the Ranas and their supporters and followers. But after the establishment of democracy, teaching and learning of the English started in a large scale.

Language teaching and learning activities are interrelated. The traditional concept of teaching is different from modern concept. Traditionally, teachers were taken as the sources of knowledge and empty minded persons where the teacher could fill in the things whatever he/she wanted to put. But in the field in the education over the last few decades, a gradual but significant shift has taken place, resulting in less emphasis on teachers and greater stress on learners. Thus the banking system of education is gradually being abandoned. In many spoken encounters, such as in class activities or every day situation, the English language learners often encounter with unfamiliar words and phrases that exhibit other language comprehension. And the learners have started to apply different learning strategies to overcome the difficulties themselves.

Strategies are the efforts to learn something about language. Strategies are behaviours or actions which the learners use to make language learning more successful. Richards and Platt (1992) state that learning strategies are "Intentional behaviours and thoughts used by learners during learning so as to better help them understand, learn or remember new information" (p. 209). Faerch Claus and Kasper (1983) stress that a learning strategy is "An attempt to develop linguistic and socio-linguistic competence in the target language" (p.67). 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 likely to face new input and difficult tasks given by the instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable. Language learners use language learning strategies during the act of processing the new information and performing tasks. Language learning strategies have been classified by many scholars. Rubin (1987), who pioneered much of work in the field of strategies, classified strategies into three types. They are:

a. Learning Strategies

b. Social Strategies

c. Communication Strategies

## A. Learning Strategies

Unlike the first language acquirers, not all the second language learners are equally successful. Generally, good language learners sometimes do different things that cannot be expected from poorer language learners. In other words, good language learners use different language learning strategies. Whatever techniques or ways the language learners use to learn language are learning strategies. Learning strategies are general and problem oriented approaches involving both linguistic and non-linguistic behaviours. Learning strategies create variety in the individual learning preferences and the learning activities of the learners. Cohen (1998) says "Learning strategies are used in order to promote learning" (pp. 5-6).

To sum up, learning strategy refers to the particular action or activity employed by learners to make their learning easier, faster, more enjoyable, more effective and more transferable to new situations.

**B. Social Strategies**

Social strategies facilitate interaction with others, often in discourse situation. Social strategies are used for enhancing learning such as co-operating with other learners and seeking to interact with native speakers.

Rubin and Wenden (1987) say, "social strategies are those activities learners engage in which afford them opportunities to be exposed to end 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" (pp. 23-27).

Cohen (1998) names the strategies as communicative strategies. These strategies are used with the focus on approaches to convey a message that is both meaningful and informative for the listeners or readers (p. 6).

**C. Communicative Strategies**

Communicative strategies are used by speakers when facing with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker. Communicative strategies are used to promote communication. Many times learners are faced with a need to express a concept or an idea in the target language because of lack of linguistic repertoire they find difficult to do so. In this situation, communication strategy must be employed. So, communication strategies are deliberate attempts to express meanings when we face with difficulties to express what we intend to express. These strategies have been seen to include intra-lingual strategies such as that of over generalizing a grammar rule or vocabulary meaning from one content to another where it does not apply, inter-lingual strategies such as that of negative language system transfer i.e. applying the patterns of the native or another language in the target language where those pattern do not apply, topic avoidance, message

reduction, code switching and paraphrasing. It is obvious that these strategies may or may not have any impact on learning. For example, learners may use a vocabulary item encountered for the first time in a given lesson to communicate a thought, without any intention of trying to learn the word.

Let's see how different scholars have defined the term communication strategies:

Rubin (1981, 1987) defines communication strategies as the strategies used by a learner to promote and continue communication with others rather than abandon it. They are strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the language. Bialystok (1990) in her book 'Communication Strategies' cites four definitions relating to the strategies of second language learners (p.3).

i.    A systematic technique employed by a speaker to express his ideas when faced with some difficulty; (Corder, 1977).

ii.   A mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures are not shared; (Tarone, 1980).

iii.  Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal;  (Faerch and Kasper, 1983).

Canale (1983) says, "Communicative strategies are employed in order to repair breakdowns in spoken communication and to improve the effectiveness of communication" (p. 10). Brown (1994) for instance, draws clear distinction between learning strategies and communication strategies on the ground that communication is the output modality and learning is the input modality. Brown further suggests that, while a learner generally applies some fundamental strategies (such as rule transference) used in learning a language to communicate in that language, there are other communication strategies such avoidance or message abandonment which do not result in learning.

To sum up, communication strategy is used to solve a communication problem that has emerged by applying some kinds of techniques. It refers to the employed techniques when speakers have problems in expressing themselves, i.e., a way used to express a meaning in a second or foreign language by a learner who has a limited command over the language she/he is learning. Communication strategy aids learners with participating and maintaining conversations of communication. This, in turn, enables them to have increased exposure and opportunities to use the L2, leading to more chances to test their assumptions about the L2 and to receive feedback. Without such strategies, learners are likely to avoid L2 risk taking as well as specific conversation situation. The concept of communication strategy in writing is quite a Cinderella subject and has not gotten a proper deal. Very few studies have directly touched upon the concept of communicative strategies writing, but these have gotten some coverage under some other names such as error analysis, writing strategy, dictionary use, etc. For instance there are often indications in the literature for distinguishing three error categories, known more specifically as 'slips', 'errors' and 'attempts'. The third of these are where students have no real idea how to structure what they want to mean, and are characterized by typically being correctable neither by the learner himself/ herself (as slips are) nor by the learners' peers (as errors are). They are beyond the learner and peers' competence and correctable only by a teacher.

### 1.1.5 Types of Communication Strategies

Tarone (1977) further elaborated by Tarone (1983), classified communication strategies as follows:

### A. Paraphrase

#### i. Approximation

Use of a single target language vocabulary item or structure which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. pipe for water pipe).

#### ii. Word Coinage

The learner makes up a new word in order to communicate a desired concept (e.g. gairball for balloon).

### iii. Circumlocution

The learner describes the characteristics or elements of the objects or action instead of using the appropriate target language item or structure (e.g. She is smoking something I do not know what its name).

## B. Borrowing

### i. Literal Translation

The learner translates word for word from the native language into target language or vice versa.

### ii. Language Switch

The learner uses the native language term without bothering to translate.

### iii. Appeal for Assistance

The learner asks for the correct term (e.g. what is this? what is called?).

### iv. Mime

The learner uses non-verbal strategies in place of a lexical item or action.

## C. Avoidance

### i. Topic Avoidance

The learner simply tries not to talk about concepts for which the target language item or structure is not known.

### ii. Message Abandonment

The learner begins to talk about a concept but is unable to continue at mid-utterance.

As indicated by Tarone's use of the term, these strategies are used when second language learners attempt to communicate with speakers of the target language. In conversation, speakers and listeners have to work together to exchange a message.

As Tarone mentions above, there are strategies speakers use in order to convey their message and strategies speakers use to abandon the topic.

Avoidance strategies however are not necessarily negative as speakers use them to change the topic and pick up another line of conversation in which they are more interested.

Tarone's categories of communication strategies explained above are not, however; enough I would like to add some other communication strategies from Dornyei (1995). According to Dornyei, there are twelve types of communication strategies.

### a. Message Abandonment
The strategy of leaving message unfinished because of language difficulties. For example, a learner says "he took the wrong way in mm------- (she/ he does not continue her/ his utterance).

### b. Topic Avoidance
The strategy where learners try not to talk about concepts which they find it difficult to express.

### c. Circumlocution
The strategy used by the learners in which they describe or paraphrase in target object or action. For example, if a learner does not know the word 'corkscrew' he/she replaces it by saying 'the thing that you use to open the bottle.'

### d. Approximation
The strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible. For example, ship for sail boat and pipe for water pipe.

### e. Use of All Purpose Words
This is the strategy when learners expand an empty lexical items to context where certain words are lacking. For example, the overuse of the words thing, stuff, make, do, what- do-you-call, it, what-is-it.

### f. Word Coinage

A learner creates an L2 word based on his/her knowledge of morphological rules. For example, vegetarians for vegetarian.

### g. Use of Non-Linguistic Means

A learner uses non-linguistic resources such as mime, gesture, facial expression and sound imitation to help him/her in expressing the meaning. For example, a learner uses his/her hands and acts like flying to refer to birds.

### h. Literal Translation

The strategy in which learners translate a lexical item, an idiom, or a structure from their L1 to L2. For example, do not enter sign for no entry sign.

### i. Foreign Zing

Learners use L1 word by adjusting it to L2 phonologically. For example, a learner does not know the word tap; he/she uses the L1 word.

### j. Code Switching

The strategy in which learners use their L1 word with L2 pronunciation. For example, if a learner does not know the word 'baki' he/she will say 'baki' with L2 pronunciation.

### k. Appeal for Help

 The strategy where the students or teacher appeal for help because they do not know or forget some words, structure or idioms, for example a learner may ask his/her friend by saying what do you call......................................?

### l. Use of Fillers/Hesitation Devices

A learner may use filling words to fill pause and to gain time to think, for example, well, as a matter of fact, now let me see.

## 1.2 Review of the Related Literature

Different researches have been carried on the topics communication strategies and learning strategies. Some of them are as follows:

Clouston (1997) conducted a research on 'Language Learning Strategies: An Overview of L2 Teachers.' His purpose was to investigate the learning strategies of the second language learners. It was found that using LLS and LLS training in the L2 class not only encourage learners in their language learning but also help teachers reflect on and improve their teaching.

Dahal (2008) carried out a research on "Communication Strategies Used by the Secondary Level English Teachers and Students." She found that there are sixteen communication strategies like guessing, asking, synonyms, antonyms, approximation, circumlocution, etc. used by teachers and students. This research is carried out to find out the strategies used by lower secondary level English teachers and students.

David (1999) conducted a research on ' The Study of Communication Strategies and Intercultural Awareness: Components for Effective Communication.' Her objective was to find out the component for the effective communication in intercultural society. It was found that not every aspect of discourse and pragmatic can be included in language syllabi but as language practitioners. She owed it to her students to at least make them consciously aware of the importance of these variables for effective communication to take place.

Devkota (1990) carried out a research on 'A Study on Learning Strategies Used in Studying Literature.' He aimed to find out learning strategies employed in studying texts by the students of B.Ed. specializing in English and found that studying texts in English is geared towards examination.

Haesook (2006) carried out a research on 'Code Switching as a Communication Strategy. A Case Study of Korean English Bilinguals.' The objective of the study was to examine the purpose of switching code and how code switching

was used as communication strategies between Korean and English bilinguals. The study showed that the possibilities that communication strategies in a family setting provided a resource for assisting communicative and boding cultural identity across generations. This study also indicates that communication strategies are becoming increasingly common in many parts of the world.

Rain (2006) carried out a research on "Learning Strategies Used by Maithili Learners of English at Secondary Level." He found that the learners used very few techniques to learn the English language. They did not use communicative approach to learn English. He further stated that English teachers as well as students used GT method although they were supposed to use communicative approach to language teaching which has been replaced by communicative approach.

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 inter language.  It seemed that the focus tend 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 if and 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. 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.

Thus, the present research is different from those reviewed above. This research is conducted to find out the communication strategies used by the English teachers and students. So, the researcher is interested in carrying out this research.

## 1.3 Objectives of the Study

The objectives of this study were as follows:

a. to find out the types of the communication strategies used by the lower secondary level English teachers and students,

b. to compare the communication strategies adopted by the lower secondary level English teachers and students,

c. to suggest some pedagogical implications.

## 1.4 Significance of the Study

Unlike the first language acquirers, not all the second language learners are equally successful. Second language learners are facing a lot of difficulties while learning second or foreign language. To cope with these difficulties, they use different types of strategies. Use of appropriate communication strategy is necessary for the second language learners to communicate their ideas and feelings. In this sense, this study has a pedagogical value.

Moreover, this study is expected to be significant to students, teachers, syllabus designers, textbook writers, material producers, teacher trainers, learner trainers, English language experts and those who are directly or indirectly involved in teaching learning English. This study will have great importance to make the teaching learning process more effective. Furthermore, this study will be a source for the further explorations of this type.

# CHAPTER TWO: METHODOLOGY

This chapter deals with the methodology adopted in carrying out the study. Methodology is a powerful vehicle for carrying out any investigation successfully. The following procedures were used in carrying out an investigation including the methods for collecting and analyzing data.

## 2.1 Sources of Data

In this study both the primary and secondary sources were used for the collection of data.

### 2.1.1 Primary Sources

This study was mainly based on the primary sources of data. The primary sources of data were the responses provided by the teachers and students to a set of questionnaire which was asked to elicit information about the strategies used by the eighth grade students and their teachers while teaching learning English. The subjects were selected from twelve different schools of Banke district.

### 2.1.2 Secondary Sources of Data

Various books, research reports, journals, articles, websites, etc. related to the topic in questions were the secondary sources of data for the study. They were reviewed carefully in order to build up theoretical framework and research tools required for the collection of data. Some of them were Ellis (1994), Tarone (1997), Cohen (1998), Young Voices in ELT, etc.

## 2.2 Sample Population and Sampling Procedure

For this study, the lower secondary level English teachers and the students of the same level were the sample of the study. Six public and six private schools of Banke district were sampled randomly. Eight students from each school were selected by using simple random sampling procedure. Thus, the total population was the ninety six students and twelve teachers. Three classes of

each teachers were observed and the strategies adopted by both the teachers and the students were recorded using check lists. Thus, the total classes were thirty six. The selected schools were Shree Suryodaya Higher Secondary School, Shree Bageshwori Secondary School, Shree B.P. Memorial Lower Secondary School, Shree Nepal Rastriya Lower Secondary School, Shree Jana Gyan Jyoti Secondary School, Shree Krishna Secondary School, Shree Prayatna E.M. Secondary School,  Shree Deep Jyoti E.M. Secondary School, Shree Green Peace E.M. Secondary School, Shree Panchamukhi E.M. Lower Secondary School,  Shree Ram Janaki Secondary School and Shree Gorkha United E.M. Higher Secondary School.

## 2.3 Tools for Data Collection

Questionnaire and participating observation checklist were the two tools used for the collection of the data required for the study. The rationale behind using these two tools is to check how far the subjects' responses and their practical activities are compatible to each other.

## 2.4 Process of Data Collection

Having prepared the required copies of questionnaire and observation check list, the researcher visited the administration section of the selected schools. She established rapport with the people concerned. She took permission from the school authority and briefly explained her purpose. Then, she distributed the questionnaires and explained what they were supposed to do. They were told to tick the appropriate option. She assisted the students and teachers when needed and collected the questionnaires from them after they had finished. Then, she requested the teacher to teach this subject to observe their classes and filled in the check list.

**2.5 Limitations of the Study**

This study had the following limitations:

a. The communication strategies in the study included only the classroom strategies in learning and teaching English,

b. The population of the study was limited to grade eight students from twelve different schools of Banke district.

c. The sample of the study consisted of ninety-six students and twelve teachers only.

d. Only thirty six classes were observed.

# CHAPTER THREE: ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data. The data collected from different public and private lower secondary level English teachers and students of grade eight were analyzed and interpreted to find out the communication strategies adopted by the lower secondary level English teachers and students. Analysis and interpretation of data have been carried out under the following sub-headings:

3.1 Type of the communication strategies used by the English teachers and students

3.2 Types of the communication strategies used by Teachers of public and private schools

3.3 Types of the communication strategies used by students of public and private schools

3.4 Comparison of communication strategies used by teachers and students

## 3.1 Types of the Communication Strategies Used by the English Teachers and Students

The researcher visited the sampled schools and observed one teacher's three classes of each school. So that total numbers of classes were thirty six and she also provided a set of questionnaire to the English teachers and twelve students (six boys and six girls). First, the collected data from six public and six private schools were analyzed to find out the overall types of communication strategies. The types of communication strategies used by the English teachers and students in all schools were as follows.

**Table No. 1**

**Types of Communication Strategies**

| S.N. | Strategies | Teachers Frequency | Students Frequency |
|------|------------|--------------------|--------------------|
| 1. | Simplification | 53 | 47 |
| 2. | Translation | 68 | 76 |
| 3. | Message abandonment | 3 | 13 |
| 4. | Topic avoidance | 0 | 6 |
| 5. | Circumlocutions | 14 | 9 |
| 6. | Approximation | 15 | 0 |
| 7. | Use of all purpose words | 5 | 4 |
| 8. | Word coinage | 28 | 13 |
| 9. | Literal translation | 15 | 19 |
| 10. | Foreign zing | 4 | 17 |
| 11. | Code switching | 13 | 16 |
| 12. | Appeal for help | 5 | 27 |
| 13. | Use of fillers, hesitation | 5 | 26 |
| 14. | Paraphrase | 36 | 22 |
| 15. | Repetition | 53 | 86 |
| 16. | Synonyms | 22 | 35 |
| 17. | Antonyms | 11 | 12 |
| 18. | Formulaic expression | 16 | 25 |
| 19. | Language shift | 3 | 0 |
| 20. | Gestures | 24 | 25 |
| 21. | Asking | 71 | 96 |
| 22. | Substitution | 10 | 7 |
| 23. | Generalization | 17 | 16 |
| 24. | Description | 44 | 33 |
| 25. | Explanation | 44 | 50 |
| 26. | Re- structuring | 0 | 0 |
| 27. | Exemplification | 37 | 41 |
| 28. | Guessing | 5 | 60 |

The above table represents that there were twenty six communication strategies used by the English teachers and twenty five communication strategies used by students.

## 3.2 Types of Communication Strategies Used by Teachers of Public and Private Schools

The following table represents the communication strategies used by the lower secondary level English teachers.

**Table No. 2**

**Clarification Strategies Adopted by Teachers**

| Question | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Public | | Private | | Total | |
| If your students do not understand your lesson what would you do? | a. Explain the lesson in simple language | F | % | F | % | F | % | |
| | | 5 | 83.33 | 3 | 50.00 | 8 | 66.67 | |
| | b. I repeat the lesson | - | - | 1 | 16.67 | 1 | 8.33 | |
| | c. I tell them to ask with the talent students | - | - | 2 | 33.33 | 2 | 16.67 | |
| | d. Others: mother tongue | 1 | 16.67 | - | - | 1 | 8.33 | |

The above table shows that 66.67 percent teachers of English use simplification strategy, 8.33 percent of them use repetition strategy, 16.67 percent of them use repetition strategy and 8.33 percent of the teachers use mother tongue. By comparing the strategies adopted by public and private school teachers, it has been found that 83.33 percent teachers of public schools use the simplification strategy and 16.67 percent of them use mother tongue if their students do not understand the lesson. Whereas 50 percent of private school teachers use simplification strategy, 16.67 percent use explanation strategy and 33.33 percent use repetition strategy if the students do not understand the lesson. Similarly, the data also show that if students do not understand from public schools no teachers repeat the lesson and neither do they ask their students to ask with the talent students. On the other hand, 16.67 percent of teachers from private schools repeat their lesson if their students do not understand the

lesson. Likewise, 33.33 percent of them ask the students to get help from their talents colleagues. None of them use mother tongue.

**Table No. 3**

**Strategies Used by Teachers for Encouraging Students**

| Question | Responses | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| | | F | % | F | % | F | % |
| Which strategy do you use to encourage your students to ask the questions if they do not understand? | a. Tell them to use gesture to ask question | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | b. Tell them to ask in L1 | 2 | 33.33 | 1 | 16.67 | 3 | 25.00 |
| | c. Tell them to ask in simple language | 2 | 33.33 | 4 | 66.67 | 6 | 50.00 |
| | d. Other : Mother tongue | 1 | 16.67 | - | - | 1 | 8.33 |

The above table represents the status of the strategies used by the teachers to encourage the students to tell to ask in simple language, 8.33 percent of them use mother tongue. It has been found that 16.67 percent teachers of English use gesture, 25 percent of them use L1, 50 percent of them ask students to use mother tongue. Out of the total, 16.67 percent of public school teachers of English use gesture to ask questions, 33.33 percent of them use L1, 33.33 percent of them use simple language and 16.67 percent of them use mother tongue to encourage their students to ask the questions if they do not understand. On the other hand, 16.67 percent of private school teachers of English use gesture, 16.67 percent of them use L1 and 66.67 percent of them use simple language to encourage their students to ask the questions if they do not understand. But none of the private school teachers use mother tongue to encourage the students to ask the questions if they do not understand.

**Table No. 4**
**Strategies Adopted by Teachers for Solving Problems**

| Question | Responses | Public | | Private | | Total | |
|---|---|---|---|---|---|---|---|
| How do the teachers have to talk about the things for which they are not sure? | a. Using mother tongue | **F** | **%** | **F** | **%** | **F** | **%** |
| | | - | - | - | - | - | - |
| | b. Using gesture | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | c. Guessing from the context | 4 | 66.67 | 5 | 83.33 | 9 | 75.00 |
| | d. Other : Topic avoidance | 1 | 16.67 | - | - | 1 | 8.33 |

The table shows that most of the teachers of English (75 percent) use guessing from the context, 16.67 percent of them use gesture, 8.33 percent of teachers use topic avoidance strategy to talk about the things that they are not sure. Among them none of the teachers use mother tongue to talk about the things that they are not sure. Among the public school teachers, 16.67 percent use gesture, 66.67 percent of them use guessing from the context and 16.67 percent of them use topic avoidance to talk about the things that they are not sure. Whereas 16.67 percent of private school teachers of English use gesture, 83.33 percent of them use guessing from the context and none of them use mother tongue and topic avoidance strategy to talk about the things that they are not sure.

**Table No. 5**
**Strategies Adopted by Teachers for Continuing Difficult Lesson**

| Question | Responses | Public | | Private | | Total | |
|---|---|---|---|---|---|---|---|
| If you feel difficult to continue your lesson, what would you do? | a. I leave the topic | **F** | **%** | **F** | **%** | **F** | **%** |
| | | - | - | - | - | - | - |
| | b. Teach them the next day by asking with others. | 3 | 50.00 | 4 | 66.67 | 7 | 58.33 |
| | c. I ask question to the students to find the answer. | 3 | 50.00 | 2 | 33.33 | 5 | 41.67 |

The above table shows that most of the teachers of English (58.33 percent) teach the lesson the next day by asking with others, 41.67 percent of them ask

questions to their students in order to get some ideas. In case of leaving the topic, none of them leave the difficult lesson. It has been found that 50 percent of teachers teach the lesson next day by asking with others and the same percent of them ask questions to the students to find the answers. On the other hand, 66.67 percent private school teachers teach the lesson the next day by asking with others, 33.33 percent of them ask questions to the students to find the answers.

**Table No. 6**

**Use of Gestures by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Do you use gestures while teaching? Why? | a. To reduce the use of L1 in the classroom | **F** | **%** | **F** | **%** | **F** | **%** |
| | | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | b. To make meaning clear. | 5 | 83.33 | 4 | 66.67 | 9 | 75.00 |
| | c. To make the class interesting | - | - | 1 | 16.67 | 1 | 8.33 |
| | d. No | - | - | - | - | - | - |

The above table shows that most of the teachers of English (75 percent) use gestures to make the meaning clear, 16.67 percent of them use gestures to reduce the use of L1 in the class room and 3.33 percent of them use gestures to make the class interesting. It has been found that 83.33 percent public school teachers use gestures to make the meaning clear, 16.67 percent of them use gestures to reduce the use of L1 in the classroom and none of them use gestures to make the class interesting whereas 16.67 percent of private school teachers use gestures to reduce the use of L1 in the classroom and 66.67 percent of them use gestures to make the meaning clear and 16.67 percent of them use gestures to make the class interesting.

**Table No. 7**

**Strategies Used to Discourage the Use of L1 in the Classroom**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public | | Private | | Total | |
| Which technique would be useful to discourage the use of L1 in the classroom? | a. Use gesture | F | % | F | % | F | % |
| | | 6 | 100 | 4 | 66.67 | 10 | 83.33 |
| | b. Punishment | - | - | 1 | 16.67 | 1 | 8.33 |
| | c. Not to speak if they do not know. | - | - | 1 | 16.67 | 1 | 8.33 |

The above table shows that most of the teachers of English (83.33 percent) use gestures to avoid L1 in the classroom, 8.33 percent of them use punishment and 8.33 percent of them use avoidance technique to discourage the use of L1 in the class. Cent percent public school teachers use gestures to discourage the use of L1 in the classroom and none of them use punishment and avoidance techniques to discourage the use of L1 in the classroom. Whereas 66.67 percent private school teachers use gestures to discourage the use of L1 in the classroom, 16.67 percent of them use punishment if their students use L1 in the classroom and 16.67 percent of them use avoidance technique to discourage the use of L1 in the class.

**Table No. 8**

**Strategies Used by Teachers for Explanation**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public | | Private | | Total | |
| If you know the answer but you do not know the accurate word to explain how do you express it generally? | a. By simplification | F | % | F | % | F | % |
| | | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | b. By exemplification | 3 | 50.00 | 2 | 33.33 | 5 | 41.67 |
| | c. By explanation | 2 | 33.33 | 3 | 50.00 | 5 | 41.67 |

The above table demonstrates that altogether 41.67 percent teachers of English give examples to express the things that they do not know. Similarly, the same percent of them use explanation strategy to explain the things that they do not know and 16.67 percent of them use simplification strategy to express the things that they do not know. Out of the total, the highest percent i.e. (50 percent) public school teachers give examples to express the things that they do not know, 33.33 percent of them use explanation strategy to explain the things that they do not know and 16.67 percent of them use simplification strategy. Whereas 50 percent private school teachers use explanation strategy to explain the things that they do not know, 33.33 of percent them give examples to express the things and 16.67 percent of them use simplification strategy.

**Table No. 9**

**Motivation Strategies Adopted by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public | | Private | | Total | |
| | | F | % | F | % | F | % |
| If the students are making noise in the class how do you motivate them towards your lesson? | a. I give one paragraph to describe in simple language | - | - | - | - | - | - |
| | b. I demonstrate | 5 | 83.33 | 3 | 50.00 | 8 | 66.67 |
| | c. I ask questions from the previous lesson | 1 | 16.67 | 3 | 50.00 | 4 | 33.33 |

From the above table, it can be found that none of the teachers of English give one paragraph to describe it in a simple language. Most of the teachers (66.67 percent) use demonstration strategy to motivate the students towards their lesson and 33.33 percent of them use asking strategy to motivate the students towards their lesson. In case of public school, in order to motivate the learners towards their lesson, most of the teachers (83.33 percent) use demonstration strategy and 16.67 percent of them use asking strategy. On the other hand, in order to fulfill the same objective, 50 percent private school teachers use demonstration strategy and the same percent of them use asking strategy.

**Table No. 10**

**Strategies Adopted by Teachers for Making Students Active**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Some students who are very weak and do not want to speak in the class, what would you do to make them active? | a. I ask more questions to them | **F** | **%** | **F** | **%** | **F** | **%** |
| | | - | - | - | - | - | - |
| | b. I encourage them to ask questions what they do not understand | 4 | 66.67 | 6 | 100 | 10 | 83.33 |
| | c. I left them to use mother tongue | 1 | 16.67 | - | - | 1 | 8.33 |
| | d. Other: Simplification | 1 | 16.67 | - | - | 1 | 8.33 |

The above table shows that none of the teachers of English use asking strategy to make the students active. Most of the teachers, (83.33 percent) encourage them to ask what they do not understand, 8.33 percent of them let them to use mother tongue and 8.33 percent of them use simplification strategy. By comparing the strategies adopted by public and private school teacher, it has been found that 66.67 percent public school teachers encourage them to ask, 16.67 percent of them let them use mother tongue and the same percent of them use simplification strategy to make the students active in the classroom. Whereas cent percent private school teachers encourage them to ask questions.

**Table No. 11**

**Strategies Adopted by Teachers for Using Target Language**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Which strategy do you think is more useful to make the students communicate in target language? | a. Simplification | **F** | **%** | **F** | **%** | **F** | **%** |
| | | 3 | 50.00 | 4 | 66.67 | 7 | 58.33 |
| | b. Translation | 1 | 16.67 | - | - | 1 | 8.33 |
| | c. Description | 1 | 16.67 | 2 | 33.33 | 3 | 25.00 |
| | d. Other : asking | 1 | 16.67 | - | - | 1 | 8.33 |

The above table shows that most of the teachers of English (58.33 percent) use simplification strategy, 25 percent of them use description strategy, 8.33 percent of them use translation strategy and 8.33 percent of them use asking strategy to make the students communicate in target language. Most of the public school teachers (50 percent) agree to use simplification strategy, 16.67 percent of them use translation strategy, 16.67 percent of them use description strategy and 16.67 percent of them use asking strategy to make the students communicate in target language. On the other hand, most of the private school teachers (66.67 percent) use simplification strategy and 33.33 of percent teachers use description strategy to make the students communicate in target language. None of them use translation strategy.

**Table No. 12**

**Use of L1 by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public | | Private | | Total | |
| | | F | % | F | % | F | % |
| Generally, when do you use more L1 while teaching? | a. With the weak students | 5 | 83.33 | 5 | 83.33 | 10 | 83.33 |
| | b. With the talent students | - | - | - | - | - | - |
| | c. With the medium students | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |

The above table shows that most of the teachers (83.33 percent) use L1 with the weak students, only 16.67 percent of them use L1 with the medium students and none of the teachers use L1 with the talent students. None of them use L1 with talent students. By comparing the responses from public and private schools, it has been found that the equal percent teachers of both the types of school use L1 with weak and moderate students.

**Table No. 13**

**Strategies Adopted by Teachers for Making Class Communicative**

| Question | Responses | Public | | Private | | Total | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| How do you make the class more communicative? | a. By exemplification | - | - | 1 | 16.67 | 1 | 8.33 |
| | b. By using guessing | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | c. By demonstration | 4 | 66.67 | 3 | 50.00 | 7 | 58.33 |
| | d. Other: asking | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |

The above table shows that most of the teachers (58.33 percent) use demonstration strategy, 16.67 percent of them use guessing strategy, 16.67 percent of them use asking strategy and 8.33 percent of them use exemplification strategy to make the class more communicative. Similarly, the equal percent i.e. 16.67 percent teachers of both public and private schools use guessing strategy and asking strategy to make their classes more communicative. Likewise, 16.67 percent private school teachers use exemplification strategy and none of the public school teachers use exemplification strategy to make their class more communicative.

**Table No. 14**
**Reasons for Code Switching by Teachers**

| Question | Responses | Public | | Private | | Total | |
|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % |
| Do you switch code while teaching? If yes, why? | a. To give the typical meaning | 2 | 33.33 | 5 | 83.33 | 7 | 58.33 |
| | b. To highlight the special thing | 2 | 33.33 | - | - | 2 | 16.67 |
| | c. If I do not know the meaning in L2 language. | 2 | 33.33 | - | - | 2 | 16.67 |
| | d. No | - | - | 1 | 16.67 | 1 | 8.33 |

From the above table, it is found that most of the teachers (58.33 percent) switch code while teaching to give the typical meaning, 16.67 percent of teachers switch code while teaching to highlight special things, 16.67 percent of teachers switch code if they do not know the meaning in L2 language and 8.33 percent of them do not switch code while teaching. Out of them, 33.33 percent of public school teachers switch code while teaching whereas most of the private school teachers (83.33 percent) switch code while teaching to give the typical meaning. Similarly, 33.33 percent public school teachers switch code while teaching to highlight the special thing whereas none of the private school teachers switch code to highlight the special thing. Similarly, none of the private school teachers switch code if they do not know the meaning in L2 but 33.33 percent public school teachers switch if they do not know the meaning in L2. Contrary to this, 16.67 percent of private school teachers never switch code while teaching.

**Table No. 15**

**Reasons for Simplification of Test by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Why do you think language should be simplified for the use in class? | a. It helps to learn easily | **F** | **%** | **F** | **%** | **F** | **%** |
| | | - | - | 1 | 16.67 | 1 | 8.33 |
| | b. It makes the lesson clear | 3 | 50.00 | 3 | 50.00 | 6 | 50.00 |
| | c. It makes the class more communicative | 3 | 50.00 | 2 | 33.33 | 5 | 41.67 |

The above table shows that half of the teachers (50 percent) simplify their language because they believe that the simplification of language helps them clarify the lesson they present, 41.67 percent of them think that it helps to make their classes communicative and only 8.33 percent of them think that simple language helps learners to learn the lesson easily. It has been found that half of the private teachers (50 percent) and the equal percent of public school teachers think that it helps them to make their lesson clear. Similarly, 50

percent of public school teachers and 33.33 percent of private school teachers think that it helps them to make their classes communicative. Only 16.67 percent private school teachers think that the use of simple language helps learners learn lessons easily.

**Table No. 16**

**Reasons for Approving and Disapproving of Code Switching**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Do you approve or disapprove of the students who switch code? Why? | a. Because it makes the students active/ | **F** | **%** | **F** | **% f** | **F** | **%** |
| | | 2 | 33.33 | 1 | 16.67 | 3 | 25.00 |
| | b. Because they are trying to learn | 4 | 66.67 | 4 | 66.67 | 8 | 66.67 |
| | c. Because I also switch code while teaching | - | - | 1 | 16.67 | 1 | 8.33 |

The above table shows that in some cases, teachers let the students switch code. Most of the teachers (66.67 percent) allow their students to switch code because they think that their students are trying to learn if they switch code. Twenty five percent of them allow them to switch code because the teachers also switch code while teaching. Most of the teachers (66.67 percent) of both public and private schools allow their students to switch code. Similarly, 33.33 percent public school teachers and 16.67 percent private school teachers allow their students to switch code to make them active and 16.67 percent private school teachers let their students switch code because they also switch code while teaching. On the other hand, none of the public school teachers allow their students to switch code as they also switch code.

**Table No. 17**

**Strategy of Answering Questions by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| When your students ask to you, how do you reply mostly? | | **Public** | | **Private** | | **Total** | |
| | | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I answer if I know the correct answer | 1 | 16.67 | - | - | 1 | 8.33 |
| | b. I use L1 to answer | - | - | - | - | - | - |
| | c. I coin the new word to answer | 5 | 83.33 | 4 | 66.67 | 9 | 75.00 |
| | d. Simplification | - | - | 2 | 33.33 | 2 | 16.67 |

The above table shows that most of the English teachers (75 percent) coin the new word to give answer if their students ask questions to them. Likewise, 16.67 percent of them use simplification strategy to give answers and 8.33 percent of them give answers if they know the correct answer. Otherwise, they do not give answers. Among them, 83.33 percent public school teachers coin the new word to give answers whereas 66.67 percent teachers of private school coin the new word to give answers. Similarly, 16.67 percent teachers of public schools give answers only if they know the correct answer but none of the private school teachers give answer only if they know the correct answer. None of the public school teachers use simplification strategy to give answer whereas 33.33 percent private school teachers use simplification strategy to give answer.

**Table No. 18**
**Clarification Strategy by Teachers**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| If your students do not know the word 'sailboat', how do you make clear about it? | | **Public** | | **Private** | | **Total** | |
| | | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I tell them 'ship' instead of 'sailboat'. | 1 | 16.67 | 4 | 66.67 | 5 | 41.67 |
| | b. I explain about it. | 3 | 50.00 | 2 | 33.33 | 5 | 41.67 |
| | c. I show them the real object. | 2 | 33.33 | - | - | 2 | 16.67 |
| | d. Others | - | - | - | - | - | - |

The above table shows that 41.67 percent teachers use approximation strategy if their students do not know the word 'sailboat'. Similarly, 41.67 percent teachers explain about 'sailboat' and 16.67 percent teachers show them the real object if their students do not know the word 'sailboat'. Among them, 16.67 percent public school teachers use approximation strategy if their students do not know the word 'sailboat' whereas 66.67 percent private school teachers use approximation strategy. Similarly, 50 percent public school teachers and 33.33 percent private school teachers use explanation strategy. But only 33.33 percent public school teachers show them the real object if their students do not know the word 'sailboat' but none of the private school teachers show them the real object.

**Table No. 19**

**Use of Appropriate Strategy for Students Who are slow in English**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | **Public** | | **Private** | | **Total** | |
| Which strategy do you apply for the students whose performance in English is slow? | | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I do not let them to avoid the difficult topics. | 2 | 33.33 | 4 | 66.67 | 6 | 50.00 |
| | b. I do not let them to use L1. | | | | | | |
| | c. I encourage them to ask more questions. | 3 | 50.00 | 2 | 33.33 | 5 | 41.67 |
| | d. Asking | 1 | 16.67 | - | - | 1 | 8.33 |

The above table shows that 50 percent teachers do not let the students to avoid the difficult topics, 41.67 percent teachers encourage them to ask more questions and only 8.33 percent teachers use asking strategy if their students' performance is slow in English and none of the teachers let them not to use L1. Among them, 33.33 percent public school teachers and 66.67 percent private school teachers let them to avoid the difficult topics. Similarly, 50 percent public school teachers and 33.33 percent private school teachers encourage

them to ask more questions if the students' performance is slow. Likewise, 16.67 percent public school teachers use asking strategy if the students' performance is slow whereas none of the private school teachers use asking strategy. But none of the public and private school teachers let them not use L1.

**Table No. 20**

**Use of Appropriate Strategy to Clarify the Lesson**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| What strategy do you use to clarify the lesson that the students feel difficult? | | **Public** | | **Private** | | **Total** | |
| | | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I use gestures. | 2 | 33.33 | - | - | 2 | 16.67 |
| | b. I ask in simple language. | 4 | 66.67 | 4 | 66.67 | 8 | 66.67 |
| | c. I coin the new word. | - | - | 1 | 16.67 | 1 | 8.33 |
| | d. Explanation | - | - | 1 | 16.67 | 1 | 8.33 |

The above table shows that most of the teachers (66.67 percent) use simplification strategy to clarify the lesson that the students feel difficult, 16.67 percent teachers use gestures, 8.33 percent teachers coin the new word to teach the difficult lesson and 8.33 percent teachers use explanation strategy to teach the difficult lesson. Among them, 33.33 percent public school teachers use gesture to teach the difficult lesson but none of the private school teachers use gestures. Similarly, 66.67 percent both the public and private school teachers use simplification strategy to teach the difficult lesson. Likewise, 16.67 percent private school teachers coin the new word to teach the difficult lesson but none of the public school teachers coin the new word. Similarly, 16.67 percent teachers of private school teachers use explanation strategy whereas none of the teachers of public school use explanation strategy to teach the difficult lesson.

**Table No. 21**

**Use of Appropriate Strategy to Clarify the Word**

| Question | Responses | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Public | | Private | | Total | |
| | | F | % | F | % | F | % |
| If your students do not know the word 'corkscrew', how do you make clear about it? | a. By using the thing that we use to open the bottle. | 5 | 83.33 | 2 | 33.33 | 7 | 58.33 |
| | b. By using mother tongue. | 1 | 16.67 | 1 | 16.67 | 2 | 16.67 |
| | c. By giving synonym | - | - | 3 | 50.00 | 3 | 25.00 |

The above table shows that most of the teachers (58.33 percent) use the circumlocution strategy if their students do not know the word 'corkscrew', 25 percent teachers give synonym to make clear about the word and only 16.67 percent teachers use mother tongue to make clear the word if their students do not know. Among them, 83.33 percent public school teachers and 33.33 percent private school teachers use circumlocution strategy to make clear about the word. Similarly, 16.67 percent teachers of both public and private schools use mother tongue to make clear about the word 'corkscrew' but 50 percent private school teachers give synonym whereas none of the public school teachers give synonym to make clear about 'corkscrew.'

## 3.3 Types of Communication Strategies Used by Students of Public and Private Schools

**Table No. 22**

**Mother Tongue Used by Students**

| Statement | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Do you use mother tongue in the class? Yes/no. If yes, when do you use it? | | Public | | | | | | Private | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | No | 1 | 4.17 | - | - | 1 | 2.08 | 10 | 41.67 | 9 | 37.50 | 19 | 39.58 |
| | a. If I do not know the word in L2 | 6 | 25.00 | 2 | 8.33 | 8 | 16.67 | 4 | 16.67 | 8 | 33.33 | 12 | 25.00 |
| | b. When I feel easy to answer. | 8 | 33.33 | 7 | 29.17 | 15 | 31.25 | 2 | 8.33 | 3 | 12.50 | 5 | 10.42 |
| | c. It comes unconsciously. | 9 | 37.50 | 15 | 62.50 | 24 | 50.00 | 8 | 33.33 | 3 | 12.50 | 11 | 22.92 |
| | d. Other | - | - | - | - | - | - | - | - | 1 | 4.17 | 1 | 2.08 |

The above table shows that only 2.08 percent public school students do not use mother tongue. Among them, only boys (4.17 percent) do not use mother tongue whereas 39.58 percent of private school students do not use mother tongue. Among these private school students, 41.67 percent of boys do not use it and 37.50 percent of girls do not use it. However, 97.92 percent of public school students use mother tongue. Among these public school students, 16.67 percent of students use it if they do not know the word in L2, 25 percent of boys and 8.33 percent of girls use it if they do not know the word in L2 whereas 25 percent of private school students use mother tongue when they do not understand the word in L2. Among them, 16.67 percent of boys and 33.33 percent of girls use it when they do not understand the word in L2. Thirty one point two five percent public school students use L1 when they feel easy to answer. Out of them 33.33 percent of boys and 29.17 percent of girls use it when they feel easy to answer. But only 10.42 percent of private school students use L1 when they feel easy to answer. Among them, 8.33 percent of boys and 12.50 percent girls use it when they feel easy to answer. Fifty percent students of public school use L1 unconsciously. Among them, 37.50 percent of boys and 62.50 percent of girls use it unconsciously. On the other hand, 22.92 percent private school students use L1 unconsciously. Among them, 33.33 percent of boys and 12.50 percent of girls use it unconsciously. Only 2.08 percent of private school students use it to discuss more about the topic. Among them only the boys use it.

# Table No. 23

## Situation for Using Mother Tongue by Students

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| When do you use the mother tongue in class? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. To give the typical meaning. | 10 | 41.67 | 2 | 8.33 | 12 | 25.00 | 10 | 41.67 | 7 | 29.17 | 17 | 35.42 |
| | b. When I do not understand in L2 | 13 | 54.17 | 7 | 29.17 | 20 | 41.67 | 12 | 50.00 | 13 | 54.17 | 25 | 52.08 |
| | c. Any time I use it. | 1 | 4.17 | 15 | 62.50 | 16 | 33.33 | 2 | 8.33 | 2 | 8.33 | 4 | 8.33 |
| | d. Other | - | - | - | - | - | - | - | - | 2 | 8.33 | 2 | 4.17 |

The above table shows that all of the students of public and private schools use mother tongue. It also shows in which condition they use mother tongue. Twenty five percent public school students use mother tongue to give the typical meaning. Among them, 41.67 percent of boys and 8.33 percent of girls use mother tongue to give the typical meaning. On the other hand 35.42 percent of private school students use mother tongue to give the typical meaning. Among them 41.67 percent of boys and 29.17 percent of girls use it to give the typical meaning. Forty one point six seven percent public school students use mother tongue when they do not understand in L2. Among them 54.17 percent of boys and 29.17 percent of girls use mother tongue when they do not understand in L1 whereas 52.08 percent of private school students use mother tongue when they do not understand in L2. Among them 50 percent of boys and 54.17 percent of girls use mother tongue when they do not understand in L2. Thirty three point three three percent public school students use it anytime. Among them 4.17 percent of boys and 62.50 percent of girls use it any time. On the other hand only 8.33 percent of private school students use it any time. Among them 8.33 boys and 8.33 girls use it any time. Only 4.17 percent of private school students used it when they were in confusion. Among them only the girls (8.33 percent) use it when they are in confusion. Among them, only the girls (8.33 percent) use it when they are in confusion.

# Table No. 24

**Asking Strategy used by Students When They Do Not Know the Class work**

| Statement | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you do | | Public | | | | | | Private | | | | | |
| not know | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| class | | F | % | F | % | F | % | F | % | F | % | F | % |
| work, | a. I ask to my friends | 8 | 33.33 | 2 | 8.33 | 10 | 20.83 | 2 | 8.33 | 7 | 29.17 | 9 | 18.75 |
| what | b. I ask to the teacher to explain it again | 16 | 66.67 | 7 | 29.17 | 23 | 47.92 | 22 | 91.67 | 17 | 70.83 | 39 | 81.25 |
| would you | c. I do not do it. | - | - | 15 | 62.50 | 15 | 31.25 | - | - | - | - | - | - |
| do? | | | | | | | | | | | | | |

The above table shows that most of the students solve their problem by asking with their friends or by asking with their teachers to explain again. Twenty point eight three percent public school students prefer to ask with their friends if they do not know their class work. Among them 33.33 percent of boys and 8.33 percent of girls prefer to ask with their friends whereas 18.75 percent of private school students prefer to ask with their friends if they do not know their class work. Among them, 8.33 percent of boys and 29.17 percent of girls prefer to ask with their friends. Forty seven point nine two percent public school students ask to the teachers to explain the lesson again. Among them 66.67 percent of boys and 29.17 percent of girls ask to the teachers to explain the lesson again whereas 81.25 percent of private school students ask to the teachers to explain the lesson again. Among them, 91.67 percent of boys and 70.83 percent of girls ask to the teachers to explain the lesson again. Thirty one point two five percent students of public school avoid the class work. Among them, only the girls (62.50 percent) avoid the class work whereas none of the private school students avoid the class work if they do not know.

# Table No. 25

## Asking Strategy Used by Students When They Are in Confusion

| Statement | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you are confused about your lesson to whom you prefer to ask? | | Public | | | | | | Private | | | | | |
| | | **Boys** | | **Girls** | | **Total** | | **Boys** | | **Girls** | | **Total** | |
| | | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. To my teachers | 20 | 83.33 | 19 | 79.17 | 39 | 81.25 | 20 | 83.33 | 17 | 70.83 | 37 | 77.08 |
| | b. To my friends | 3 | 12.50 | 5 | 20.83 | 8 | 16.67 | 3 | 12.50 | 2 | 8.33 | 5 | 10.42 |
| | c. To my parents | 1 | 4.17 | - | - | 1 | 2.08 | - | - | 4 | 16.67 | 4 | 8.33 |
| | d. Other | - | - | - | - | - | - | 1 | 4.17 | 1 | 4.17 | 2 | 4.17 |

The above table shows that the students remove their confusion by asking questions with others. Majority of the students (81.25 percent) of public school prefer to ask with their teachers if they are confused about their lesson. Among them, 83.33 percent of boys and 79.17 percent of girls ask with their teachers whereas 77.08 percent of private school students ask with their teachers if they are confused about their lesson. Among them 83.33 percent of boys and 70.83 percent of girls ask with their teachers. Sixteen point six seven percent public school students ask to their friends. Among them, 12.50 percent of boys and 20.83 percent of girls ask with their friends whereas 10.42 percent of private school students ask with their friends. Among them 12.50 percent of boys and 8.33 percent of girls ask with their friends. Only 2.08 percent of public school students ask with their parents. Among them, only the boys (4.17 percent) ask with their parents whereas 8.33 percent of private school students ask with their parents. Among them, only the girls (16.67 percent) ask with their parents. Four point one seven percent private school students ask with both their teachers and friends but none of the students of public school ask with both teachers and friends.

**Table No. 26**

**Use of Appropriate Strategy by Students to Give the Meaning of Words**

| Question | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| To give the meaning of the word, which strategy do you use more? | | Public | | | | | | Private | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. Synonym | 5 | 20.83 | 5 | 20.83 | 10 | 20.83 | 6 | 25 | 8 | 33.33 | 14 | 29.17 |
| | b. Antonym | 2 | 8.33 | 3 | 12.50 | 5 | 10.42 | - | - | - | - | - | - |
| | c. Definition | 17 | 70.83 | 16 | 66.67 | 33 | 68.75 | 18 | 75 | 16 | 66.67 | 34 | 70.83 |

The above table shows that the students use different strategies to give the meaning of the words. Twenty point eight three percent students of public school give the meaning of the word by using synonym. Among them 20.83 percent of boys and 20.83 percent of girls give the meaning of the words by using synonym whereas 29.17 percent of private school students give the meaning of the words by using synonym. Among them 25 percent of boys and 33.33 percent of girls give the meaning of the words by using synonym. Ten point four two percent public school students give the meaning of the words by using antonym. Among them 8.33 percent of boys and 12.50 percent of girls give the meaning of the words by using antonym whereas none of the private school students give the meaning of the words by using antonym. Majority of the students (68.75 percent) of public school give the meaning of the words by using definition. Among them 70.83 percent of boys and 66.67 percent of girls give the meaning of the words by using definition where as 70.83 percent of private school students give the meaning of the words by using definition. Among them 75 percent of boys and 66.67 percent of girls give the meaning of the words by using definition.

# Table No. 27

## Situation of Using L1 by the Students

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Are there your friends who never use L1 in the class? Yes / no if yes, how do they talk about the lesson? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | No: | 13 | 54.17 | 10 | 41.67 | 23 | 47.92 | 8 | 33.33 | 9 | 37.50 | 17 | 35.42 |
| | a. They explain the lesson. | 4 | 16.67 | 4 | 16.67 | 8 | 16.67 | 5 | 20.83 | 2 | 8.33 | 7 | 14.58 |
| | b. They give more examples while learning. | 5 | 20.83 | 7 | 29.17 | 12 | 25.00 | 10 | 41.67 | 8 | 33.33 | 18 | 37.50 |
| | c. They use physical movement more. | 2 | 8.33 | 3 | 12.50 | 5 | 10.42 | 1 | 4.17 | 5 | 20.83 | 6 | 12.50 |

The above table shows that 47.92 percent of public school students use L1 in the class. Among them 54.17 percent of boys and 41.67 percent of girls use L1 in the class whereas 35.42 percent of private school students use L1 in the class. Among them, 33.33 percent of boys and 37.50 percent of girls use L1 in the class. However 52.08 percent of public school students use different strategies than to use L1 in the class. Among these public school students 16.67 percent of students explain the lesson than to use L1. Among them 16.67 percent of boys and 16.67 percent of girls explain the lesson whereas 14.58 percent of private school students explain the lesson than to use L1. Among them 20.83 percent of boys and 8.33 percent of girls explain the lesson. Twenty five percent public school students give more examples to make the lesson clear. Among them, 20.83 percent of boys and 29.17 girls give more examples whereas 37.50 percent of private school students give more examples. Among them 41.67 percent of boys and 33.33 percent of girls give more examples while learning. Only 10.42 percent of public school students use physical movement more to make the lesson clear. Among them 8.33 percent of boys and 12.50 percent of girls use physical movement more. On the other hand, 12.50 percent of private school students use physical movement more. Among them, 4.17 percent of boys and 20.83 percent of girls give more examples to make the lesson clear.

# Table No. 28

## Students' Responses towards Using L1 in the Class

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| Do you like the friend who uses L1 in the class? If not, why? | Yes: | 6 | 25.00 | 4 | 16.67 | 10 | 20.83 | - | - | 3 | 12.50 | 3 | 6.25 |
| | a. Because we can't learn the difficult things. | 11 | 45.83 | 9 | 37.50 | 20 | 41.67 | 12 | 50.00 | 14 | 58.33 | 26 | 54.17 |
| | b. Because it makes us passive | 2 | 8.33 | 7 | 29.17 | 9 | 18.75 | 3 | 12.50 | 2 | 8.33 | 5 | 10.42 |
| | c. Because it makes the class uncontrolled | 5 | 20.83 | 4 | 16.67 | 9 | 18.75 | 9 | 37.50 | 5 | 20.83 | 14 | 29.17 |

The above table shows that the students' reactions towards their friends who use L1 in the class and those who never use it in the class. Twenty point eight three percent public school students like the friends who use L1. Among them, 25 percent of boys and 16.67 percent of girls like the friends who use L1 in the class whereas only 6.25 percent of private school students like the friends who use L1 in the class. Among them, only the girls (12.50 percent) like the friends who use L1 in the class. But rest of the students do not like the friends who use L1 in the class. Similarly, 41.67 percent of public school students disagree with the friends who use L1 because they think that they can not learn the difficult parts of the lesson, if they always use L1. Among them, 45.85 percent of boys and 37.50 percent of girls disagree with the friends who use L1 because they think that they cannot learn the difficult things. On the other hand, more than half of the private school students (54.17 percent) disagree with the friends who use L1 in the class because they think that they cannot learn the difficult things. Among them, 50 percent of boys and 58.33 percent of girls disagree with the friends who use L1 in the class because they think that they cannot learn the difficult things. Eighteen point seven five percent public school students think that they would be passive and cannot learn the new things, if L1 is allowed in the class. Among them, 8.33 percent of boys and 29.17 percent of girls think that they will be passive, if L1 is allowed in the class. Among them, 12.50 percent of boys and 8.33 percent of girls think that they will be passive, if L1 was allowed in the class. Similarly, 18.75 percent of public school students do not like the use of L1 in the class because they think that it makes the class uncontrolled. Among them, 20.83 percent of boys and 16.67 percent of girls do not like the use of L1 in the class because they think that it makes the class uncontrolled, whereas 29.17 percent of private school students do not like the use of L1 because they think that it makes the class uncontrolled. Among them, 37.50 percent of boys and 20.83 percent of girls do not like the use of L1 in the class because they think that it makes the class uncontrolled.

**Table No 29**

**Students' Responses towards Translation of Lesson**

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Do you think lesson should be translated to teach the lesson clearly yes/no if no, how should they teach? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | Yes: | 8 | 33.33 | 6 | 25.00 | 14 | 29.17 | 6 | 25.00 | 2 | 8.33 | 8 | 16.67 |
| | a. By explanation | 8 | 33.33 | 9 | 37.50 | 17 | 35.42 | 7 | 29.17 | 12 | 50 | 19 | 39.58 |
| | b.By demonstration | 8 | 33.33 | 5 | 20.83 | 13 | 27.08 | 3 | 12.50 | 2 | 8.33 | 5 | 10.42 |
| | c. By description | - | - | 4 | 16.67 | 4 | 8.33 | 8 | 33.33 | 8 | 33.33 | 16 | 33.33 |

The above table shows that the minority of the students think the lesson must be taught by translating and the majority of the students think it must be taught by using different strategies than translating. Similarly, 29.17 percent of public school students think the lesson should be translated. Among them, 33.33 percent of boys and 25 percent of girls think the lesson should be translated whereas 16.67 percent of private school students think the lesson should be translated. Among them, 25 percent of boys and 8.33 percent of girls think the lesson should be translated. But rest of the students think it should be taught by using different strategies than translating. Similarly, 35.42 percent of public school students think the lesson should be taught by explanation. Among them, 33.33 percent of boys and 37.50 percent of girls think the lesson should be taught by explanation whereas 39.58 percent of private school students think the lesson should be taught by explanation. Among them, 29.17 percent of boys and 50 percent of girls think the lesson should be taught by explanation. Twenty seven point zero eight percent public school students think it should be taught by demonstration. Among them, 33.33 percent of boys and 20.83 percent of girls think it should be taught by demonstration. On the other hand, only 10.42 percent of private school students think it should be taught by demonstration. Among them, 12.50 percent of boys and 8.33 percent of girls think it should be taught by demonstration. Likewise 8.33 percent public school students think it should be taught by description. Among them, only the girls think it should be taught by description whereas 33.33 percent of private school students think it should be taught by description. Among them 33.33 percent of boys and 33.33 percent of girls think it should be taught by description.

**Table No 30**

**Students' Techniques of Asking Questions without Using Nepali**

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you do not want to use Nepali in the class, how do you ask questions to the teachers? | | Public | | | | | | Private | | | | | |
| | | **Boys** | | **Girls** | | **Total** | | **Boys** | | **Girls** | | **Total** | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. I use Roman to ask questions. | 12 | 50.00 | 10 | 41.67 | 22 | 45.83 | 4 | 16.67 | 3 | 12.50 | 7 | 14.58 |
| | b. I make Nepali word as English | 8 | 33.33 | 8 | 33.33 | 16 | 33.33 | 14 | 58.33 | 13 | 54.17 | 27 | 56.25 |
| | c. I use physical movement | 4 | 16.67 | 6 | 25.00 | 10 | 20.83 | 3 | 12.50 | 3 | 12.50 | 6 | 12.50 |
| | d. Other: | - | - | - | - | - | - | 3 | 12.50 | 5 | 20.83 | 8 | 16.67 |

The above table shows that the students who do not want to use mother tongue i.e. Nepali in the class, they use different techniques to cope with the difficulties. Nearly half of the students (45.83 percent) of public school use Roman script to express their ideas. Among them, 50 percent of boys and 41.67 percent of girls use Roman script to express their ideas whereas only 14.58 percent of students use Roman script to express their ideas. Among them, 16.67 percent of boys and 12.50 percent of girls use Roman script. Thirty three point three three percent public school students foreignize the words. Among them, equal number (33.33 percent) of boys and girls foreignize the words. On the other hand more than half of the private school students (56.25 percent) foreignize the words. Among them, 58.33 percent of boys and 54.17 percent of girls foreignize the words. Twenty point eight three percent public school students use physical movement. Among them, 16.67 percent of boys and 25 percent of girls use physical movement whereas 12.50 percent of private school students use physical movement. Among them, 12.50 percent of boys and 12.50 percent of girls use physical movement. Sixteen point six seven percent private school students use L2 while asking questions to the teachers. Among them 12.50 percent of boys and 20.83 percent of girls use L2 to ask questions. They do not use mother tongue i.e. Nepali language as well as other strategies.

# Table No 31

## Use of Appropriate Strategy by Students to Tell the Meaning of Word

| Question | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you can't express the meaning of the word "gallery" which strategy do you use to tell its meaning? | | Public | | | | | | Private | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. I do not say any thing. | 4 | 16.67 | 1 | 4.17 | 5 | 10.42 | 1 | 4.17 | - | - | 1 | 2.08 |
| | b. I say picture place instead of gallery. | 14 | 58.33 | 15 | 62.50 | 29 | 60.42 | 17 | 70.83 | 13 | 54.17 | 30 | 62.50 |
| | c. I explain the lesson | 6 | 25.00 | 8 | 33.33 | 14 | 29.17 | 5 | 20.83 | 7 | 29.17 | 12 | 25.00 |
| | d. Other: | - | - | - | - | - | - | 1 | 4.17 | 4 | 16.67 | 5 | 10.42 |

The above table shows that students use different strategies to tell the meaning of the words. Only 10.42 percent of public school students avoid the lesson if they cannot express the meaning of the words. Among them 16.67 percent of boys and 4.17 percent of girls use avoidance strategy whereas only 2.08 percent of private school students use avoidance strategy if they cannot express the meaning of the words. Among them only 4.17 percent of boys use avoidance strategy. More than half of the public students (60.42 percent) use word coinage strategy to tell its meaning. Among them, 58.33 percent of boys and 62.50 percent of girls use word coinage strategy to tell its meaning. On the other hand, 62.50 percent of private school students use word coinage strategy to tell its meaning. Among them, 70.83 percent of boys and 54.17 percent of girls use word coinage strategy to tell its meaning. Similarly, 29.17 percent of public school students use explanation strategy to tell its meaning. Among them, 25 percent of boys and 33.33 percent of girls use explanation strategy whereas 25 percent of students of private school use explanation strategy to tell its meaning. Among them, 20.83 percent of boys and 29.17 percent of girls used explanation strategy. But 10.42 percent of students of private school ask with their teachers. Among them, 4.17 percent of boys and 16.67 percent of girls use asking strategy to tell the meaning of the words if they cannot whereas none of the students of public school use asking strategy.

# Table No 32

## Strategy of Students Giving Meaning of Words

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Generally, how do you give the meaning of the words? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. I guess from the context. | 4 | 16.67 | 4 | 16.67 | 8 | 16.67 | 5 | 20.83 | 3 | 12.50 | 8 | 33.33 |
| | b. I use dictionary | 12 | 50.00 | 14 | 58.33 | 26 | 54.17 | 15 | 62.50 | 15 | 62.50 | 30 | 62.50 |
| | c. I exemplify | 8 | 33.33 | 6 | 25.00 | 14 | 29.17 | 3 | 12.50 | 6 | 25.00 | 9 | 18.75 |
| | d. Other: | - | - | - | - | - | - | 1 | 4.17 | - | - | 1 | 2.08 |

The above table shows that students use different strategies to give the meaning of the words. Similarly 16.67 percent of public school students have given the meaning of the words by guessing from the context. Among them, 16.67 percent of boys and 16.67 percent of girls give the meaning of the words by guessing. On the other hand, 33.33 percent of private school student give the meaning of the words by guessing. Among them 20.83 percent of boys and 12.50 percent of girls give the meaning of the words by guessing. More than half of the public students (54.17 percent) give the meaning of the words by using dictionary. Among them 50 percent of boys and 58.33 percent of girls give the meaning of the words by using dictionary whereas 62.50 percent of private school students give the meaning of the words by using dictionary. Among them 62.50 percent of boys and 62.50 percent of girls give the meaning of the words by using dictionary. Twenty nine point one seven percent students use exemplification strategy to give the meaning of the words. Among them 33.33 percent of boys and 25 percent of girls use exemplification strategy whereas only 18.75 percent of private school students use exemplification strategy. Among them, 12.50 percent of boys and 25 percent of girls use exemplification strategy. Only 2.08 percent of private school students use asking strategy to give meaning of the words. Among them only 4.17 percent of boys use asking strategy whereas none of the public school students use asking strategy.

# Table No 33

## Strategy of Students Learning the Difficult Parts of Lesson

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| How do you learn the difficult parts of lesson? | a. I ask to the teachers to give examples. | 8 | 33.33 | 14 | 58.33 | 22 | 45.83 | 3 | 12.50 | 7 | 29.17 | 10 | 20.83 |
| | b. I ask to the teacher to explain about it | 13 | 54.17 | 8 | 33.33 | 21 | 43.75 | 17 | 70.83 | 14 | 58.33 | 31 | 64.58 |
| | c. I ask to the learners to tell in simple language | 3 | 12.50 | 2 | 8.33 | 5 | 10.42 | 4 | 16.67 | 13 | 54.17 | 17 | 35.42 |

The above table shows that nearly half of the public school students (45.83 percent) ask the teachers to give examples to learn the difficult parts of lesson. Among them, 33.33 percent of boys and 58.33 percent of girls ask to the teachers to give examples. On the other hand, only 20.83 percent of private school students ask to the teachers to give examples. Among them 12.50 percent of boys and 29.17 percent of girls ask to the teachers to give examples. Similarly, 43.75 percent of public school students ask to the teachers to explain about it. Among them 54.17 percent of boys and 33.33 percent of girls ask to the teacher to explain about it whereas more than half of the private school students (64.58 percent) ask to the teacher to explain about it. Among them 70.83 percent of boys and 58.33 percent of girls ask to the teachers to explain about it. Only 10.42 percent of public school students ask to the learners to tell in simple language. Among them 12.50 percent of boys and 8.33 percent of girls ask to the learners to tell in simple language. On the other hand, 35.42 percent of private school students ask to the learners i.e. their friends to tell in simple language. Among them 16.67 percent of boys and 54.17 percent of girls ask to the learners to tell in simple language.

**Table No 34**

**Strategy of Students Giving Answers**

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you are not sure of your answer, what would you do? | | **Public** | | | | | | **Private** | | | | | |
| | | **Boys** | | **Girls** | | **Total** | | **Boys** | | **Girls** | | **Total** | |
| | | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I do not give answer | 4 | 16.67 | 4 | 16.67 | 8 | 16.67 | 3 | 12.50 | 4 | 16.67 | 7 | 14.58 |
| | b. I answer it by guessing | 8 | 33.33 | 12 | 50 | 20 | 41.67 | 8 | 33.33 | 12 | 50 | 20 | 41.67 |
| | c. I ask to my friends. | 12 | 50 | 18 | 75 | 30 | 62.50 | 10 | 41.67 | 5 | 20.83 | 15 | 31.25 |
| | d. Other: | - | - | - | - | - | - | 3 | 12.50 | 3 | 12.50 | 6 | 12.50 |

The above table shows that 16.67 percent of public school students do not give answer if they do not know the correct answer. Among them, 16.67 percent of boys and 16.67 percent of girls do not give answer if they do not know the correct answer whereas 14.58 percent of private school students do not give answer. Among them, 12.50 percent of boys and 16.67 percent of girls do not give answer. Similarly 41.67 percent of public school students answer by guessing if they do not know the correct answer. Among them, 33.33 percent of boys and 50 percent of girls answer by guessing whereas 41.67 percent of private school students answer by guessing. Among them, 33.33 percent of boys and 50 percent of girls answer by guessing. Sixty two point five zero percent public school students prefer to ask with their friends if they are not sure about the answer. Among them, 50 percent of boys and 75 percent of girls prefer to ask with their friends whereas 31.25 percent of private school students prefer to ask with their friends. Among them, 41.67 percent of boys and 20.83 percent of girls prefer to ask with their friends. Only 12.50 percent of students ask with their teachers if they do not know the correct answer. Among them 12.50 percent of boys and 12.50 percent of girls ask with their teachers. But none of the students of public school ask with their teachers if they do not know the correct answer.

# Table No 35

## Use of L1 in Different Subjects

| Question | | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| In which | | Public | | | | | | Private | | | | | |
| subject | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| period, | | F | % | F | % | F | % | F | % | F | % | F | % |
| you use | a. English | - | - | - | - | - | - | - | - | - | - | - | - |
| L1 more? | b. Social | 14 | 58.33 | 17 | 70.83 | 31 | 64.58 | 3 | 12.50 | 3 | 12.50 | 6 | 12.50 |
| | c. Math | 4 | 16.67 | 3 | 12.50 | 7 | 14.58 | 3 | 12.50 | 2 | 8.33 | 5 | 10.42 |
| | d. Other: | 6 | 25.00 | 4 | 16.67 | 10 | 20.83 | 18 | 75.00 | 19 | 79.17 | 37 | 77.08 |

The above table shows that the students never use L1 in the English class. More than half of the public school students (64.58 percent) use L1 in the social studies class. Among them 58.33 percent of boys and 70.83 percent of girls use L1 in the social studies class. On the other hand, only 12.50 percent of private school students use L1 in the social studies class. Among them, 12.50 percent of boys and 12.50 percent of girls use L1 in the social studies. Similarly, 14.58 percent of public school students use L1 in the mathematics period. Among them, 16.67 percent of boys and 12.50 percent of girls use L1 in the mathematics whereas only 10.42 percent of private school students use L1 in the mathematics. Among them, 12.50 percent of boys and 8.33 percent of girls use L1 in the mathematics period. Twenty point eight three percent public students use L1 in the Nepali period. Among them, 25 percent of boys and 16.67 percent of girls use L1 in the Nepali period. Whereas most of the students (77.08 percent) of private school use L1 in the Nepali period.

# Table No 36

## Situation of Understanding the Lesson

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| When do you understand the lesson clearly? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. If teacher teaches us with examples. | 13 | 54.17 | 12 | 50.00 | 25 | 52.08 | 12 | 50.00 | 10 | 41.67 | 22 | 45.83 |
| | b. If teacher teaches with explanation. | 4 | 16.67 | 5 | 20.83 | 9 | 18.75 | 9 | 37.50 | 13 | 54.17 | 22 | 45.83 |
| | c. If teacher teaches using L1. | 7 | 29.17 | 7 | 29.17 | 14 | 58.33 | - | - | - | - | - | - |
| | d. Other : | - | - | - | - | - | - | 3 | 12.50 | 1 | 4.17 | 4 | 8.33 |

The above table shows that 52.08 percent of public school students understand the lesson clearly if the teacher teach them with examples. Among them, 54.17 percent of boys and 50 percent of girls understand the lesson clearly if the teachers teach them with examples. On the other hand, 45.83 percent private school students understand the lesson clearly if the teacher teach them with examples. Among them, 50 percent of boys and 41.67 percent of girls understand the lesson clearly if the teacher teach them with examples. Similarly, only 18.75 percent of public school students understand the lesson clearly if the teacher teaches with explanation. Among them, 16.67 percent of boys and 20.83 percent of girls understand the lesson clearly if the teacher teaches with explanation. Whereas nearly half of the students (45.83 percent) of private school understand the lesson clearly if the teacher teaches with explanation. Among them, 37.50 percent of boys and 54.17 percent of girls understand the lesson clearly if the teacher teaches with explanation. More than half of the public school students (58.33 percent) understand the lesson clearly if the teacher teaches using L1. Among them, 29.17 percent of boys and 29.17 percent of girls understand the lesson clearly if the teacher teaches using L1. On the other hand, none of the private school students think that the lesson should be taught in L1. Only 8.33 percent of private school students think that lesson should be taught using both exemplification and explanation strategy. Among them, 12.50 percent of boys and 4.17 percent of girls think that lesson should be taught using both exemplification and explanation strategy.

# Table No 37

**Strategy of Students to Learn the Lesson When the Exercises are not Enough**

| Question | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Does your textbook have enough exercises to make the lesson clear? If no, how do you learn the lesson? | | Public | | | | | | Private | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. By asking to the teacher. | 23 | 95.83 | 22 | 91.67 | 45 | 93.75 | 20 | 83.33 | 21 | 87.50 | 41 | 85.41 |
| | b. By asking to the friends. | 1 | 4.17 | 2 | 8.33 | 3 | 6.25 | 2 | 8.33 | - | - | 2 | 4.17 |
| | c. By leaving the lesson. | - | - | - | - | - | - | - | - | 2 | 8.33 | 2 | 4.17 |
| | d. Other : | - | - | - | - | - | - | 2 | 8.33 | 1 | 8.33 | 3 | 6.25 |

The above table shows that the students' text books do not have enough exercises. Majority of the public school students (93.75 percent) learn the lesson by asking with the teachers. Among them, 95.83 percent of boys and 91.67 percent of girls learn the lesson by asking with the teachers whereas 85.41 percent of private school students learn the lesson by asking with the teachers. Among them, 83.33 percent of boys and 87.50 percent of girls learn the lesson by asking with the teachers. Similarly, 6.25 percent of public school students learn the lesson by asking with the friends. Among them, 4.17 percent of boys and 8.33 percent of girls learn the lesson by asking with the friends. On the other hand, only 4.17 percent of private school students learn the lesson by asking with the friends. Among them, only 8.33 percent of boys learn the lesson by asking with the friends. 4.17 percent of private school students leave the lesson. Among them, only 8.33 percent of girls leave the lesson but none of the public school students leave the lesson. Six point two five percent private school students learn the lesson by asking with both the teachers and friends. Among them, only 8.33 percent of boys and 8.33 percent of girls learn the lesson by asking with both the teachers and friends.

## Table No 38

### Strategy Used by Students When they do not Understand the Lesson

| Question | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| If you do not understand the lesson, what would you do? | | Public | | | | | | Private | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | a. I ask to the teacher. | 22 | 91.67 | 19 | 79.17 | 41 | 85.41 | 24 | 100 | 14 | 58.33 | 38 | 79.17 |
| | b. I ask to my friends. | 2 | 8.33 | 5 | 20.83 | 7 | 14.58 | - | - | 2 | 8.33 | 2 | 4.17 |
| | c. I leave the lesson. | - | - | - | - | - | - | - | - | 2 | 8.33 | 2 | 4.17 |
| | d. Other : | - | - | - | - | - | - | - | - | 6 | 25.00 | 6 | 12.50 |

The above table shows that majority of the public school students (85.41 percent) prefer to ask questions to the teachers if they do not understand the lesson. Among them, 91.67 percent of boys and 79.17 percent of girls ask questions to the teachers if they do not understand the lesson. On the other hand, 79.17 percent of private school students ask to the teachers if they do not understand the lesson. Among them, cent percent of boys and 58.33 percent of girls ask to the teachers if they do not understand the lesson. Similarly, 14.58 percent of public school students ask with friends if they do not understand the lesson. Among them, 8.33 percent of boys and 20.83 percent of girls ask with friends if they do not understand the lesson. Whereas only 4.17 percent of private school students ask with their friends if they do not understand the lesson. Among them, only the girls (8.33 percent) ask with their friends if they do not understand the lesson. Only 4.17 percent of private school students leave the lesson if they do not understand. Among them, only the girls (8.33 percent) leave the lesson whereas none of the public school students leave the lesson. Twelve point five zero percent private school students ask with both their teachers and friends if they do not understand the lesson. Among them, only the girls (25 percent) ask with both their friends and teachers.

**Table No 39**

**Strategy of Making the Class More Communicative**

| Question | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| How do you make the class more communicative? | | **Public** | | | | | | **Private** | | | | |
| | | **Boys** | | **Girls** | | **Total** | | **Boys** | | **Girls** | | **Total** |
| | | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| | a. I ask more questions. | 3 | 12.50 | 6 | 25.00 | 9 | 18.75 | 9 | 37.50 | 9 | 37.50 | 18 | 37.50 |
| | b. I request my teachers to ask more questions. | 14 | 58.33 | 18 | 75.00 | 32 | 66.67 | 13 | 54.17 | 13 | 54.17 | 26 | 54.17 |
| | c. I explain the lesson. | 7 | 29.17 | - | - | 7 | 14.58 | 2 | 8.33 | 2 | 8.33 | 4 | 8.33 |
| | d. Other | - | - | - | - | - | - | - | - | - | - | - | - |

The above table shows that 18.75 percent of public school students ask more questions to make the class more communicative. Among them, 12.50 percent of boys and 25 percent of girls ask more questions, whereas 37.50 percent of private school students ask more questions to make the class more communicative. Among them, 37.50 percent of boys and 37.50 percent of girls ask more questions to make the class more communicative. Similarly, more than half of the public school students (66.67 percent) request the teacher to ask more questions. Among them, 58.33 percent of boys and 75 percent of girls request the teacher to ask more questions whereas 54.17 percent of private school students request the teachers to ask more questions. Among them, 54.17 percent of boys and 54.17 percent of girls request the teacher to ask more questions. Only 14.58 percent of public school students explain the lesson to make the class more communicative. Among them, only the boys (29.17 percent) explain the lesson to make the class more communicative whereas 8.33 percent of private school students explain the lesson. Among them, 8.33 percent of both the boys and girls explain the lesson to make the class more communicative.

# Table No 40

## Situation of Students Switching Code while Learning

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Do you switch code while learning? Yes/no if yes, when do you switch code? | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| | No | | | | | | | 11 | 45.83 | 10 | 41.67 | 21 | 43.75 |
| | a. To give the typical meaning | 17 | 70.83 | 13 | 54.17 | 30 | 62.50 | 10 | 41.67 | 8 | 33.33 | 18 | 37.50 |
| | b. While learning stories and poem. | 5 | 20.83 | 8 | 33.33 | 13 | 27.08 | 3 | 12.50 | 1 | 4.17 | 4 | 8.33 |
| | c. Any time | 2 | 8.33 | 3 | 12.50 | 5 | 10.42 | - | - | 5 | 20.83 | 5 | 10.42 |
| | d. Other : | - | - | - | - | - | - | - | - | - | - | - | - |

The above table shows that most of the students switch code while learning. It also shows in which situation the students switch code. However, 43.75 percent of private level students do not switch code while learning. Among them, 45.83 percent of boys and 41.67 percent of girls do not switch code while learning. But all of the public school students switch code while learning in different situations. Similarly, more than half of the public school students (62.50 percent) switch code to give the typical meaning. Among them, 70.83 percent of boys and 54.17 percent of girls switch code to give the typical meaning, whereas only 37.50 percent of private school students switch code to give the typical meaning. Among them, 41.67 percent of boys and 33.33 percent of girls switch code to give the typical meaning. Similarly, 27.08 percent of public school students switch code while learning stories and poem. Among them, 20.83 percent of boys and 33.33 percent of girls switch code while learning stories and poem. On the other hand, 8.33 percent of private school students switch code while learning stories and poem. Among them, 12.50 percent of boys and 4.17 percent of girls switch code while learning stories and poem. Ten point four two percent public school students switch code in anytime. Among them, 8.33 percent of boys and 12.50 percent of girls switch code any time. On the other hand, 10.42 percent private school students switch code any time. Among them, only the girls (20.83 percent) switch code any time.

# Table No 41

## Strategy of Using Non-Verbal Language

| Question | Responses | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Public | | | | | | Private | | | | | |
| | | Boys | | Girls | | Total | | Boys | | Girls | | Total | |
| | | F | % | F | % | F | % | F | % | F | % | F | % |
| Do you use physical movement (non-verbal language) while asking questions yes/no if yes, Why do you use it? | No | 4 | 16.67 | 3 | 12.50 | 7 | 14.58 | 8 | 33.33 | 15 | 62.50 | 23 | 47.92 |
| | a. To explain the meaning. | 9 | 37.50 | 4 | 16.67 | 13 | 27.08 | 8 | 33.33 | 5 | 20.83 | 13 | 27.08 |
| | b. To explain the lesson. | 8 | 33.33 | 9 | 37.50 | 17 | 35.42 | 4 | 16.67 | 4 | 16.67 | 8 | 16.67 |
| | c. To make the class interesting. | 3 | 12.50 | 8 | 33.33 | 11 | 22.92 | 4 | 16.67 | - | - | 4 | 8.33 |
| | d. Other. | - | - | - | - | - | - | - | - | - | - | - | - |

The above table shows that 14.58 percent of public school students do not use physical movement (non-verbal language) while asking questions. Among them, 16.67 percent of boys and 12.50 percent of girls do not use physical movement while asking questions, whereas nearly half of the private school students do not use physical movement while asking questions. Among them, 33.33 percent of boys and 62.50 percent of girls do not use physical movement. However, rest of the students use physical movement (non-verbal language). Similarly, 27.08 percent of private school students use non-verbal language to explain the meaning. Among them, 37.50 percent of boys and 16.67 percent of girls use non-verbal language to explain the meaning. On the other hand, 27.08 percent of private school students use physical movement to explain the meaning. Among them, 33.33 percent of boys and 20.83 percent of girls use physical movement to explain the meaning. Thirty five point four two percent public school students use physical movement to explain the lesson. Among them, 33.33 percent of boys and 37.50 percent of girls use physical movement to explain the lesson. On the other hand, only 16.67 percent of private school students use physical movement to explain the lesson. Among them, 16.67 percent of boys and 16.67 percent of girls use physical movement to explain the lesson. Similarly, 22.92 percent of public school students use physical movement to make the class interesting. Among them, 12.50 percent of boys and 33.33 percent of girls use physical movement to make the class interesting whereas 8.33 percent of private school students use physical movement to make the class interesting. Among them, only the boys (16.67 percent) switch code to make the class interesting.

# Table No. 42

## Communication Strategies used by Students

| Questions | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | | B | | C | | D | | No | | Yes | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| Do you use mother tongue in the class? | 19 | 19.80 | 21 | 21.88 | 35 | 36.46 | 3 | 3.12 | 18 | 18.75 | - | - |
| When do you use the mother tongue in the class? | 34 | 35.41 | 51 | 53.12 | 7 | 7.3 | 4 | 4.17 | - | - | - | - |
| If you do not know your class works, what would you do? | 25 | 26.04 | 71 | 73.96 | - | - | - | - | - | - | - | - |
| If you are confused about your lesson, to whom you prefer to ask? | 76 | 79.17 | 13 | 13.54 | 5 | 5.2 | 2 | 2.08 | - | - | - | - |
| To give the meaning of the word, which strategies do you use? | 23 | 23.96 | 5 | 5.21 | 68 | 70.9 | - | - | - | - | - | - |
| Are there your friends who never use L1 in the class? | 15 | 15.62 | 30 | 31.25 | 11 | 11.46 | - | - | 40 | 41.67 | - | - |
| Do you like the friend who uses L1 in the class? | 46 | 47.92 | 14 | 14.58 | 23 | 23.96 | - | - | - | - | 3 | 13.54 |

| Questions | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **A** | | **B** | | **C** | | **D** | | **No** | | **Yes** | |
| | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** | **F** | **%** |
| Do you think lesson should be translated to teach the lesson clearly? | 33 | 34.37 | 12 | 12.50 | 26 | 27.90 | - | - | - | - | 25 | 25.96 |
| If you do not want to use Nepali in the class, how do you ask questions to teachers? | 23 | 29.17 | 43 | 44.80 | 17 | 17.71 | 8 | 8.33 | - | - | - | - |
| If you cannot express the meaning of the "gallery", which strategies do you use to tell its meaning? | 7 | 7.30 | 59 | 61.46 | 25 | 26.04 | 5 | 5.20 | - | - | - | - |
| Generally, how do you give the meaning of the words? | 16 | 16.67 | 53 | 55.21 | 26 | 27.10 | 1 | 1.04 | - | - | - | - |
| How do you learn the difficult parts of lesson? | 30 | 31.25 | 53 | 55.21 | 13 | 13.54 | - | - | - | - | - | - |
| If you are not sure of your answer, what would you do? | 9 | 9.38 | 39 | 40.62 | 41 | 42.71 | 7 | 7.30 | - | - | - | - |
| In which subject period you use L1 more? | 38 | 39.60 | 38 | 39.60 | 15 | 15.62 | 43 | 44.79 | - | - | - | - |
| When do you understand the lesson clearly? | 47 | 48.96 | 33 | 34.38 | 13 | 13.54 | 3 | 3.12 | - | - | - | - |

| Questions | Responses | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | | B | | C | | D | | No | | Yes | |
| | F | % | F | % | F | % | F | % | F | % | F | % |
| Does your textbook have enough exercises to make the lesson clear? If no, how do you learn the lesson? | 83 | 86.46 | 9 | 9.38 | 2 | 2.08 | 2 | 2.08 | - | - | - | - |
| If you do not understand the lesson, what would you do? | 83 | 86.46 | 9 | 9.38 | 2 | 2.08 | 2 | 2.08 | - | - | - | - |
| How do you make the class more communicative? | 26 | 27.08 | 58 | 60.48 | 12 | 12.50 | - | - | - | - | - | - |
| Do you switch code while learning | 48 | 50.00 | 17 | 17.71 | 10 | 10.42 | - | - | 21 | 21.87 | - | - |
| Do you use physical movement (non-verbal language) while asking questions? | 26 | 27.08 | 24 | 25.00 | 15 | 15.62 | - | - | 31 | 32.30 | - | - |

The first question in the above table shows that the majority of the students use mother tongue in the classroom. Only 18.75 percent of students disagree to use the mother tongue. Thirty six point four six percent of students use mother tongue unconsciously that means unknowingly and 21.88 percent of them use mother tongue because they feel easy to answer in it. Only 19.80 percent of students use mother tongue because they cannot give answers in the second language and 3.12 percent of students use mother tongue when they are in confusion.

The second statement in the above table shows that most of the students use mother tongue in the class. It also shows in which condition they use mother tongue. Majority of the students (53.12 percent) use mother tongue if they do not know the word in second language and only a few students (7.3 percent) use mother tongue to give the typical meaning of the words and only 4.17 percent of students disagree to use mother tongue.

The third statement in the above table shows that the most of the students solve their problem by asking with the teachers to explain again. But only the 26.04 percent of students solve their problem by asking with their friends but none of the students avoided the lesson.

The fourth statement in the above table shows that the students avoid their confusion by asking questions with others. Most of the students (79.17 percent) prefer to ask with the teachers. Similarly, 13.54 percent of students prefer to ask with the friends and 5.2 percent of students prefer to ask with the friends and 5.2 percent of students prefer to ask with the parents. Only 2.08 percent of students prefer to ask with both the teachers and friends.

The fifth statement in the above table shows that the students use different strategies to give the meaning of the words. Most of the students (70.90 percent) give the meaning of the words by using definition. Similarly, 23.96 percent of students give the meaning of the words by using synonym. Only 5.21 percent of students give the meaning of the words by using antonym.

The sixth statement in the above table shows that only 41.67 percent of students used L1 in the class. Similarly, 31.25 percent of students give more examples while learning to make the lesson clear and 15.62 percent of students make the lesson clear with explanation and only 11.46 percent of students use physical movement to make the lesson clear. It is shown that most of the teachers use different strategies to explain the lesson than to use L1. But 41.67 percent of students use L1 to explain the lesson.

The seventh statement in the above table shows that the students ' reactions towards their friends who use L1 in the class and those who never use it in the class. Only 13.54 percent of students like their friends who use L1 while learning. Similarly, 47.92 percent of students disagree with the friends who use L1 because they think that they will not learn the difficult parts of the lesson, if they always use L1, 23.96 percent of students do not like the use of L1 in the class because they think that it makes the class uncontrolled.

The eighth statement in the above table shows that the minority of the students think the lesson should be taught by translating and the majority of the students think it should be taught by using different strategies than translating. Similarly, 34.37 percent of students think the lesson should be taught by explanation, 27.90 percent of students think the lesson should be taught by demonstration. But 25.96 percent of students think it should be taught by translation.

The ninth statement in the above table shows that students who do not want to use mother tongue i.e. Nepali in the class, they use different techniques to cope with the difficulties. Most of the students (44.80 percent) foreignize the words to ask questions to teacher, 29.17 percent of students use Roman script to express their ideas. Similarly, only 17.71 percent of students use physical movement to ask questions to teachers. Only 8.33 percent of students use English language to ask questions to teachers.

The tenth statement in the above table shows that more than half students coin the new words to give its meaning, 26.04 percent of students give the meaning of the words by explanation. Similarly, 7.30 percent of students avoid the difficult words and only a few of the students (5.21 percent) ask with their teachers.

The eleventh statement in the above table shows that 55.21 percent of students use dictionary to give the meaning of the words. Similarly, 27.10 percent of students give the meaning of the words by giving examples, 16.67 percent of students give the meaning of the words by guessing from the context and only 1.04 percent of students give the meaning of the words by asking with teachers.

The twelfth statement in the above table shows that more than half students (55.21 percent) ask with the teachers to explain the lesson again, if they do not understand the lesson clearly. Similarly, 31.25 percent of students ask with the teachers to give examples if they are not clear about it and only 13.34 percent of students ask with the learners to tell in simple language.

The thirteen statement in the above table shows that most of the students 42.71 percent of  prefer to ask with their friends if they are not sure about the answer. Similarly, 40.62 percent of students answer by guessing if they do not want to answer, 9.38 percent of students do not want to answer if they are not sure of their answer. Only 7.30 percent of students ask with their teachers if they are not sure of their answer.

The fourteenth statement in the above table shows that none of the students use L1 in the English class. Most of the students (39.60 percent) use it in the social studies class and only 15.62 percent of students use it in mathematics class. Similarly, 44.79 percent of students use it in Nepali class.

The fifteenth statement in the above table shows that 48.96 percent of students understand the lesson clearly if the teachers teach them with examples. Similarly, 34.38 percent of students understand the lesson clearly if the

teachers teach them with explanation, 13.54 percent of students think that the lesson should be taught in L1.

The sixteenth statement in the above table shows that the students' textbooks do not have enough exercises. Majority of the students (88.54 percent) learn the lesson by asking with the teachers, 5.21 percent of students learn the lesson by asking with the friends. Similarly, 3.12 percent of students leave the lesson that they feel it difficult and 3.12 percent of students learn the lesson by asking with their teachers as well as with their friends.

The seventeenth statement in the above table shows that students prefer to ask questions to the teachers if they do not understand the lesson, 9.38 percent of students ask questions to the friends. Similarly, 2.08 percent of students leave the lesson and 2.08 percent of students use asking strategy to understand the lesson.

The eighteenth statement in the above table shows that 60.48 percent of students request their teachers to ask more questions. Similarly, 27.08 percent of students ask more questions to make the class more communicative. Only 12.50 percent of students explain the lesson in short that they had taught.

The nineteenth statement in the above table shows that most of the students switch code while learning. Fifty percent of students switch code to give the typical meaning. Similarly, 17.71 percent of students switch code while learning stories and poem and 10.42 percent of students switch code whenever they like. Only 21.87 percent of students switch code when they are in confusion.

The twentieth statement in the above table shows that most of the students use physical movement (non-verbal language) while asking questions. It shows that 27.08 percent of students use physical movement to explain the meaning of the words. Similarly, 25 percent of students use physical movement to explain the lesson and 15.62 percent of students use physical movement to make the class interesting. But minority of the students (32.30 percent) never use it.

## 3.4 Comparison of Communication Strategies Used by the Teachers and Students

**Table No. 43**

**Communication Strategies Used by the Teachers and Students**

| S.N. | Strategies | Teachers Frequency | Students Frequency |
|------|------------|-------------------|--------------------|
| 1. | Simplification | 53 | 47 |
| 2. | Translation | 68 | 76 |
| 3. | Message abandonment | 3 | 13 |
| 4. | Topic avoidance | 0 | 6 |
| 5. | Circumlocutions | 14 | 9 |
| 6. | Approximation | 15 | 0 |
| 7. | Use of all purpose words | 5 | 4 |
| 8. | Word coinage | 28 | 13 |
| 9. | Literal translation | 15 | 19 |
| 10. | Foreign zing | 4 | 17 |
| 11. | Code switching | 13 | 16 |
| 12. | Appeal for help | 5 | 27 |
| 13. | Use of fillers, hesitation | 5 | 26 |
| 14. | Paraphrase | 36 | 22 |
| 15. | Repetition | 53 | 86 |
| 16. | Synonyms | 22 | 35 |
| 17. | Antonyms | 11 | 12 |
| 18. | Formulaic expression | 16 | 25 |
| 19. | Language shift | 3 | 0 |
| 20. | Gestures | 24 | 25 |
| 21. | Asking | 71 | 96 |
| 22. | Substitution | 10 | 7 |
| 23. | Generalization | 17 | 16 |
| 24. | Description | 44 | 33 |
| 25. | Explanation | 44 | 50 |
| 26. | Re- structuring | 0 | 0 |
| 27. | Exemplification | 37 | 41 |
| 28. | Guessing | 5 | 60 |

The above table shows that asking is the most frequent communication strategy used by both teachers and students of Banke district. None of the teachers use topic avoidance and re-structuring strategy whereas none of the students use approximation, language shift and re-structuring strategy. Translation is the second strategy used by the teachers whereas repetition is the second strategy used by the students. Similarly, repetition and simplification are in the third position which are used by the teachers. On the other hand, translation is the third strategy used by the students. The fourth communication strategies of the teachers' are description and explanation whereas students' fourth communication strategy is guessing. Similarly, fifth communication strategy of the teachers is exemplification whereas fifth communication strategy of the students is explanation. Sixth communication strategy of the teachers is paraphrase whereas sixth communication strategy of the students is exemplification. After that word coinage, gestures, generalization, formulaic expression, literal translation are in the seventh, eighth, ninth tenth position respectively which are used by the teachers. On the other hand, synonyms, description, formulaic expression, appeal for help are in the seventh, eighth, ninth, tenth position respectively which are used by the teachers. Twelfth, thirteenth, fourteenth, fifteenth and sixteenth communication strategies of the teachers are literal translation, approximation, circumlocutions, code switching antonyms, substitution respectively whereas students' eleventh, twelfth, thirteenth, fourteenth, fifteenth and sixteenth communication strategies are use of fillers, hesitation, paraphrase, literal translation, foreignzing, code switching, message abandonment. Similarly, guessing, use of fillers, hesitation, appeal for help, use of all purpose words, foreignzing, message abandonment are least used communication strategies of teachers respectively whereas word coinage, antonyms and substitution are least used communication strategies of the teachers respectively.

# CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS

The principle aim of the present study was to find out the communication strategies adopted by the English teachers and students. The data were collected from twelve schools of Banke district. The data were carefully presented in tables and analyzed and interpreted to accomplish the objectives. This chapter deals with the major findings and recommendations of the research. It also deals with some recommendations for pedagogical implications, which are made on the basis of the findings of the data.

## 4.1 Findings

The major findings of the study have been summarized as follows:

i. **Types of the communication strategies used by the teachers and students**

On the basis of types of communication strategies used by the teachers and the students, it is found that:

There are twenty six communication strategies used by the lower secondary level English teachers i.e. Simplification, translation, message abandonment, circumlocutions, approximation, use of all purpose words, word coinage, literal translation, foreign zing, code switching, appeal for help, use of fillers, hesitation, paraphrase, repetition, synonyms, antonyms, formulaic expression, language shift, mime, asking, substitution, generalization, description, explanation, exemplification and guessing. Among above mentioned communication strategies students did not use approximation and language shift. But they use topic avoidance. So, altogether twenty five communication strategies are used by the students of lower secondary level.

**ii. Comparison of the communication strategies used by the English teachers and students**

On the basis of comparison of the communication strategies used by the teachers and students, it is found that:

a. Asking, repetition, translation and simplification are the most frequent communication strategies used by the teachers whereas translation, repetition, asking, explanation and guessing are the most frequent communication strategies used by students.

b. Message abandonment, use of all purpose words, foreign zing, appeal for help, use of fillers, hesitation and guessing are the least frequent communication strategies used by the teachers whereas topic avoidance, use of all purpose words and substitution are the least frequent communication strategies used by students.

c. Topic avoidance and restructuring strategies are never used by the teachers whereas approximation, language shift and restructuring strategies are never used by students.

d. Students use translation, repetition, literal translation, foreign zing, use of fillers, hesitation, synonyms, formulaic expressions, gestures, asking, exemplification, guessing, appeal for help, code switching, message abandonment and topic avoidance strategies more than teachers whereas teachers use simplification, circumlocutions, approximation, use of all purpose words, word coinage, paraphrase and description strategies more than students.

**iii. Comparison of the communication strategies used by the teachers of public and private schools**

On the basis of comparison of the communication strategies used by the teachers of public and private school, it is found that:

a. Teachers of public schools use exemplification strategy if they do not know the accurate word to explain whereas teachers of private schools use explanation strategy.

b. Most of the teachers (83.33 percent) of public schools use demonstration strategy to motivate the students whereas half (50 percent) of the teachers of private school use demonstration strategy and rest of the teachers use asking strategy.

c. Only 33.33 percent teachers of public school switch code while teaching whereas most of the teachers (83.33 percent) of private schools switch code.

## iv. Comparison of the communication strategies used by the students of public and private schools

On the basis of comparison of the communication strategies used by the students of public and private schools, it is found that:

a. Nearly cent percent students (99.99 percent) of public schools use mother tongue whereas only 60.42 percent students of private schools use their mother tongue.

b. Mostly, students of public schools use non-verbal language rather than the private school students and cent percent students of public school switch code but only 56.25 percent students of private schools switch code.

c. Most of the students of public schools ask their friends when they are not sure of their answers whereas mostly the private school students answer by guessing.

d. Students of public schools use Roman to ask questions if they do not want to use Nepali in the class but students of private schools use foreignization strategy.

**v. Comparison of communication strategies used by the boys and the girls of public and private schools**

On the basis of comparison of the communication strategies used by the boys and the girls of public and private schools, it is found that:

a. Girls of public schools ask to the teachers to give examples to learn the difficult parts of the lesson whereas boys ask to the teachers to explain about it but both the boys and girls of private schools ask to the teachers to explain about it.

b. If the girls of both the public and private schools are not sure of their answer, they answer it by guessing whereas both the public and private school boys ask to their friends if they are not sure of the answer.

c. Among the public school students 58.33 percent boys and 70.83 percent girls use $L_1$ in the social studies class whereas 12.50 percent boys and same percentage of the girls of the private schools use $L_1$ in the social studies class.

## 4.2 Recommendations

i. Both the teachers and students should use more numbers of communication strategies to make class more communicative.

ii. The teachers should encourage the students to be active in the classroom.

iii. Teachers should use more than one strategies to teach the same item if the students do not understand the lesson.

iv. The teachers and students should not use avoidance strategy in the classroom interaction.

v. The teachers should use repetition strategy for the weak students.

vi. The teachers and students of public school should not use the first language in the teaching learning process.

vii. The teachers should ask questions individually to the students to involve them in the teaching learning process.

viii. The teachers and students should use more different types of communication strategies such as exemplification, mime, explanation, demonstration to reduce the use of the first language.

ix. The students should not focus more on guessing strategy.

x. The students should use non-verbal language.

xi. The students should coin the new word as well as should use dictionary, synonym or antonym to express the meaning of the difficult word.

xii. The teacher should use more both exemplification and explanation strategy to make the students clear about the lesson.

xiii. Lesson should be simplified for the classroom use.

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# APPENDIX - I

**Name of School :**

**Class : Eight**

## Checklist for the Students

| S.N. | Strategies | First Day Class Observation (Frequency) | Second Day Class Observation (Frequency) | Third Day Class Observation (Frequency) |
|---|---|---|---|---|
| 1. | Simplification | | | |
| 2. | Translation | | | |
| 3. | Message abandonment | | | |
| 4. | Topic avoidance | | | |
| 5. | Circumlocutions | | | |
| 6. | Approximation | | | |
| 7. | Use of all purpose words | | | |
| 8. | Word coinage | | | |
| 9. | Literal translation | | | |
| 10. | Foreign zing | | | |
| 11. | Code switching | | | |
| 12. | Appeal for help | | | |
| 13. | Use of fillers, hesitation | | | |
| 14. | Paraphrase | | | |
| 15. | Repetition | | | |

| 16. | Synonyms | | | |
|---|---|---|---|---|
| 17. | Antonyms | | | |
| 18. | Formulaic expression | | | |
| 19. | Language shift | | | |
| 20. | Gestures | | | |
| 21. | Asking | | | |
| 22. | Substitution | | | |
| 23. | Generalization | | | |
| 24. | Description | | | |
| 25. | Explanation | | | |
| 26. | Re- structuring | | | |
| 27. | Exemplification | | | |
| 28. | Guessing | | | |

# APPENDIX – II

# Questionnaire for the Students

**Name of Student :**

**Class : Eight**

1. Do you use mother tongue in the class ?

Yes / No. If yes, why do you use it ?

    a. If I don't know the word in L1.    b. When I feel easy to answer.

    c. It comes unconsciously.    d. Specify, if any other.

……………………………………………………………………

2. When do you use the mother tongue in the class ?

a. To give the typical meaning.　　　　　b. When I don't understand in L1.

c. I use it any time.　　　　c. Specify if any other…………………………

3. If you don't know your class work, 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.　　　　　d. Specify, if any other.

…………………………………………………………………….

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

a. To my teachers.　　　　b. To my friends.　　　　c. To my parents.

d. Specify if any other…………….…………………………………….

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

a. Synonym　　　　b. Antonym　　　　c. Definition

d. Specify if any other………………………………………………….

6. Are there your friends who never use L1 in the class ?

Yes / No. If yes, how do they talk about the lesson ?

a. They explain the lesson.　　　　b. They give more examples while learning.

c. They use physical movement more.　　d. Specify if any other.

…………………………………………………………………….

7. Do you like the friend who uses L1 in the class ?  Yes / No. If not, why ?

　　a.　Because we can't learn the difficult things.

b. Because it makes us passive. c. Because it makes the class
   uncontrolled.

8. Do you think lesson should be translated to teach it clearly ?

Yes / No. If not, how should the lesson be taught ?

a. By explanation          b. By demonstration          c. By description

d. Specify if any other……………………………………………………….

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

a. I use Roman to ask questions (e.g. BHAT for Rice).

b. I make Nepali word as English (foreignization).

c. I use physical movement.                d. Specify if any other.

……………………………………………………………………………..

10. If you can't express the meaning of the word "gallery" which strategies do
you use to tell its meaning ?

a. I don't say anything.

b. I say 'picture place' instead of gallery (word coinage).

c. I explain the lesson.              d. Specify if any other.

…………………………………………………………………………….

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.                d. Specify if any other.

…………………………………………………………………….

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

a. I ask to the teachers to give examples.

b. I ask to the teachers to explain about it.

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

d. Specify if any other.……………………………………………………….

13. If you are not sure of your answer, what would you do ?

a. I do not give the answer.          b. I answer it by guessing.

c. I ask to my friends.               d. Specify if any other.

……………………………………………………………………….

14. In which subject's period, you use L1 more ?

a. English               b. Social               c. Mathematics

d. Specify if any other. …………………………………………………….

15. When do you understand the lesson clearly ?

a. If teacher teaches us with examples.    b. If teacher teaches with explanation.

c. If teacher teaches using L1.

d. Specify if any other. …………………………………………………….

16. Does your textbook have enough exercises to make the lesson clear ?

If no, how do you learn the lesson ?

a. By asking to the teacher.                b. By asking to the friends.

c. By leaving the lesson.                    d. Specify if any other.

………………………………………………………………….

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

a. By asking to the teacher.                  b. By asking to the friends.

c. By leaving the lesson.                    d. Specify if any other.

………………………………………………………………….

18. How do you make the class more communicative ?

a. I ask more questions.          b. I request my teacher to ask more
questions.

c. I explain the lesson.          d. Specify if any other.

………………………………………………………………….

19. Do you switch code while learning ?

Yes / No. If yes, when do you switch code ?

a. To give the typical meaning.              b. While learning stories and poem.

c. Any time.                                d. Specify if any other.

………………………………………………………………….

20. Do you use the physical movement (non-verbal language) while asking
questions ?   Yes / No. If yes, why do you use it ?

a. To explain the meaning.                   b. To explain the lesson.

c. To make the class interesting.            d. Specify if any other.

………………………………………………………………….

# APPENDIX – III

## Questionnaire for the Teachers

**Name of Teacher :**

**Qualification :**                                    **Experience:**

**School :**

1. If your students do not understand your lesson, what would you do ?

a. I explain the lesson in simple language.        b. I repeat the lesson.

c. I tell them to ask with the talent students.    d. Specify if any other :

…………………………………………………………………………..

2. Which strategy do you use to encourage your students to ask the questions if they do not understand ?

a. I tell them to use gesture to ask questions.    b. I tell them to ask in L1.

c. I tell them to ask in simple language.          d. Specify if any other :

…………………………………………………………………………..

3. How do the teachers have to talk about things for which they are not sure ?

a. Using mother tongue.                            b. Using gesture.

c. Guessing from the context.                      d. Specify if any other :

…………………………………………………………………………..

4. If you feel difficult to continue your lesson, what would you do ?

a. I leave the topic.        b. I teach the next day by asking with others.

c. I ask question to the students to find the answer.

d. Specify if any other :

………………………………………………………………………..

5. Do you use gestures while teaching ? Yes / No. If yes, why do you use it ?

a. To reduce the use of L1 in the class.    b. To make the meaning clear.

c. To make the class interesting.

6. Which technique would be more useful to discourage L1 in the classroom ?

a. Use gesture        b. Punishment        c. Not to speak if they don't know

7. If you know the answer but you don't know the accurate word to explain it, how do you express it generally ?

a. By simplification          b. Exemplification          c. By explanation

8. If the students are making noise in the class, how do you motivate them towards your lesson ?

a. I give one paragraph to describe in simple language.

b. I demonstrate new thing.

c. I ask questions from the previous lesson.

9. What would you do to make the students active who are very weak and don't want to speak in the class ?

a. I ask more question to them.

b. I encourage them to ask questions what they don't understand.

c. I let them to use mother tongue.

d. Specify if any other : ……………………………………………………….

10. Which strategies do you think is more useful to make students communicate in target language ?

a. Simplification       b. Translation         c. Description.

d. Specify if any other : ……………………………………………………….

11. Generally, when do you use more L1 while teaching ?

a. With the weak students              b. With talent students

c. With medium students

d. Specify if any other : ……………………………………………………….

12. How do you make the class more communicative ?

a. By exemplification             b. By guessing

c. By demonstration              d. Specify if any other :

……………………………………………………………………………….

13. Do you switch code while teaching ?

Yes / No. If yes, when ?

a. To give the typical meaning.         b. To highlight the special thing.

c. If I don't know the meaning in L1 language.

14. Why do you think language should be simplified for use in the class ?

a. It helps the students to learn easily.     b. It makes the lesson clear.

c. It makes the class more communicative.

15. Do you approve or disapprove for the students who switch code ? If yes, why do you do so ?

a. Because it makes the students active.

b. Because they are trying to learn.

c. Because I also switch code while teaching.

16. When your friends ask questions to you, how do you reply mostly ?

a. I answer only if I know the correct answer.          b. I use L1 to answer.

c. I coin the new word to answer.                 d. Specify if any other :

……………………………………………………………………………..

17. If your students do not know the word 'Sailboat', how do you make clear about it ?

a. I tell them 'ship' instead of 'sailboat'.        b. I explain about it.

c. I show them the real object.                d. Specify if any other :

…………………………………………………………………………….

18. Which strategy do you apply for the students whose performance in English is slow ?

a. I do not let them to avoid the difficult topics.

b. I do not let them to use L1.      c. I encourage them to ask more questions.

d. Specify if any other :

………………………………………………………………………………….

19.  What strategy do you use to clarify the lesson that the students feel difficult ?

a. I use gestures.            b. I ask in simple language.

c. I coin the new word.            d. Specify if any other :

………………………………………………………………………………….

20. If your students do not know the word 'corkscrew' how do you make clear about it ?

a. By using the thing that we use to open the bottle (circumlocution)

b. By using mother tongue.            c. By giving synonym

d. Specify if any other :

…………………………………………………………………….