ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

COMMUNICATION STRATEGIES USED BY ENGLISH MAJOR THIRD YEAR STUDENTS: DEBRE MARKOS UNIVEERSITY IN FOCUS

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BY

Tibebu Anteneh

May, 2011

Addis Ababa

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A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

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TABLE OF CONTENTS

Contents Page

Acknowledgements I

Table of contents II

List of Tables V

List of Appendices VI

Abstract VII

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study 1

1.2 Statement of the Problem 3

1.3 Objectives of the Study 5

1.3.1 Main Objective 5

1.3.2 Specific Objectives 5

1.4 Significance of the Study 5

1.5 Scope of the Study 6

1.6 Limitation of the Study 6

1.7 Organization of the Study 6

1.8 Definition and Abbreviations of Terms 6

CHAPTER TWO: REVIEW OF RELLATED LITERATURE

2.1Communication Strategies 8

2.1.1 The Interactional Approach 10

2.2.2 The Psycholinguistic Approach 10

2.2 Taxonomy of Communication Strategies 11

2.2.1 Communication Strategies and Their Descriptions 12

List of Tables

Tables Page

Table 1: Frequency of Use of Avoidance Strategies 37

Table 2: Frequency of Use of Other Language Strategies..... 40

Table 3A: Frequency of Use of Interlanguage Use Strategies 44

Table 3B: Frequency of Use of Interlanguage Strategies..... 46

Table 4: Frequency of Use of Asking for Help and Gesture..... 48

Table 5: Frequency of Use of Fillers and Time Gaining Strategies 50

Table 6: Communication Strategies used by Students

Compared by Mean Scores..... 51

Abstract

The purpose of this study was to investigate communication strategies used by English major third year students at Debre Markos University. The study specifically tried to see the most and least commonly used strategies by students, and to examine the role of most commonly used strategies on students' communicative skill. The study involved 90 students.

In order to meet these objectives, data were collected through questionnaire and classroom observation with the help of video recording. The data were analyzed using SPSS (Statistical Package for Social Science).

The results of the study showed that students most frequently used seven strategies out of the seventeen. These were: Time gaining, Asking for help, Substitution, Function and Form avoidance, Literal translation and Description strategies. On the other hand, Message abandonment, Language switching, Over Generalization and Word -coinage were the least frequently used strategies.

Besides, Time gaining, Asking for help, Literal translation and Function avoidance were helpful strategies on students' communicative skill. On the contrary, neither the classroom observation nor the video-recorded data show the role of Form avoidance, Substitution and Description strategies on students' communicative skill.

On the basis of these results, it was recommended that Students should be introduced to various communication strategies in different activities. Students would benefit more if they used more Achievement strategies which help them to stay in communication and improve their communication skill while they speak in English rather than avoidance strategies. This is because in Avoidance strategy, students avoid words or expressions. In such cases, students might ignore important events that might be expected by their instructors. For example, in classroom presentation if students use achievement strategies, they would see possible ways of expressing those ideas.

CHAPTER ONE

1. Introduction

This chapter states background of the study, statement of the problem, objectives and significance of the study, scope and limitation of the study as well as organization of the study.

1.1 Background of the Study

The advancement in science and technology, and their impacts on every aspects of life has increased the importance of English language as a tool for global communication. Richards and Rodgers (2001) point out that English is today the world's most widely used language since it is the dominant language of commerce, religion, and government in most parts of the world. As a result, the teaching and learning English has placed in a very important position. Rivers (1987) also suggests that English language is not only a tool for future encounters in outside world, but also the instrument creates and shapes the social meaning of the class itself. Therefore, the increasement of the demands of the language at all levels has brought a need for a new approach which enables students to learn how the language system is used for communication.

The idea of using language for communication purpose has also been discussed for several years. In relation to this, many scholars emphasized that foreign language students are taught in classrooms to communicate with the target language (John, 1985; Ur, 1981). According to Ur (1981), of all the four skills, speaking is believed to be the most important since it is a skill by which learners express their thoughts and intentions. In helping learners to use the foreign language for this purpose, communication strategies that help learners to solve their communication breakdown are essential. Communication strategies, therefore, are one of the ways foreign language learners use to communicate and solve communication problems.

In connection to this, Flyman (1997:56) states that communication strategies used by students can lead to atomization of the foreign language 'rules in the learners' language data, which in turn results in language

acquisition. Moreover, the ability to use communication strategies gives the learners confidence to use the language productively.

In Ethiopia, English is used in schools and universities and learning this language strongly appears to be decisive. In the educational curriculum of the country, the attention given to English is twofold. On the one hand, it is taught in schools starting from grade one when students begin their formal education. Secondly, it is the medium of instruction from grade nine onwards up to the university level. Besides, it is an important compulsory school subject.

Despite such big role the English has students' proficiency in the language is not adequate enough to meet the demands of their classroom.

In relation to this, my former experience as English student at Debre Markos University reveals that most English major students had trouble speaking in English classroom and outside. This information comes partly from my observations and partly from the teachers' complaints. Furthermore, from the discussion I had with colleagues from that university. I have also learned that these students have difficulty in speaking. For example, students cannot ask questions effectively, give suggestions, request for clarification, and express their ideas and feelings using the target language.

This means that students appear not to be familiar with and use communication strategies. They do not know how to keep the conversation going if they get stuck on the words they try to express. One of the reasons could be lack of the use of communication strategies. However, it is believed that the learners can improve communicative proficiency by developing an ability to use specific communication strategies that enable them to compensate for their target language deficiency (Bailystock, 1990 and Dornyei, 1990).

Concerning the issues of communication strategies employed by foreign/second language learners, local researchers have studied from

different perspectives. For example, Fasil (1992) has conducted a study on communication strategies employed by senior high school students in oral production of English. Finally, he noted that Achievement and Reduction strategies were employed depending on the types of task the students were provided with. Moreover, proficiency level and the task types determined selection of specific strategies.

However, this study was designed to explore communication strategies used by third year English Debre Markos University students.

1.2 Statement of the Problem

Language, perhaps more than any aspects of our life, enables us to be the social beings that we are. The English language has a significant role in Ethiopia. It is used as a medium of instruction in educational institutions from grade seven up wards. However, despite the importance of the English language in the individual learner's life both in and after school, in the country's educational system and in overall development endeavors, the outcome is not satisfactory (Tamene, 2000). This means that students cannot communicate using the target language the level expected from them though the situation in which English language teaching is changed, traditional method of teaching to communicative language teaching. In communicative language teaching, textbooks and course materials are designed to enable the students to communicate effectively in English in real life situation whenever the use of English is necessary. In theory, teachers' training is also changed: teachers unlike that of the grammar translation method, being the dominating authority in the classroom, they are facilitators, organizers, counselors and monitors of the teaching and learning processes. They create conducive classroom climate and provide opportunities for the students to use and practice the language.

Moreover, the English language course materials provided many language activities that enable students to participate in the classroom. In addition, as accuracy comes down to fluency, students can use the language freely

without fear of making mistakes. Nevertheless, Students are not capable of communicating using the target language. There is a high mismatch between learners speaking proficiency level and the demands required of them. As a student I had enough experience of the difficulties that third year English major students have in expressing their ideas in the target language orally. When students are given group and pair work activities in spoken and advanced speech courses, they cannot communicate using the target language to the level expected from them. In relation to this, Lier (1988:74) argues that the interaction model of language acquisition holds that language learning occurs in and through participation in speech events, that is, talking to others or making conversation is essential. However, students prefer not to speak English during presentation of their works. Those few who are willing to speak can hardly express themselves and they rush to finish off their speech.

Moreover, there is a general lack of response to questions asked. Students seem eager to learn and yet they are unable to participate actively in class. They are very passive and quiet even when they are called on to ask questions and to give comments. Besides, students are nervous about oral presentation and become tongue-tied when they are asked questions. The interaction between teacher- student and student-student is too limited. One of the reasons could be lack of the use of communication strategies. Therefore, students need to be assisted to identify and use communication strategies that can be used to solve communication breakdowns. To do this, there is a need to identify the communication strategies that the subjects of this study make use of during their oral presentations.

Thus, this study was expected to attain the following objectives.

1.3 Objectives of the study

1.3.1 General Objective of the study

The main objective of this study was to explore communication strategies used by third year English major students: Debre Markos University in focus.

1.3.2 Specific Objectives of the study

This study is assumed to attain the following objectives:

- To investigate communication strategies EFL learners use in oral production of English.
- To identify the most and the least commonly used strategies by students.
- To examine whether most commonly used strategies are most helpful or not to develop students' communicative skill.

1.4 Significance of the Study

The result of this study might create awareness for English language instructors. It will provide for the teachers with ideas to design a suitable syllabus which could include the specific teaching of communication strategies and to develop their teaching methodology to maximize opportunities for students to communicate in authentic situations. So that students can learn about how to cope with communication problems and be motivated to use communication strategies when problems arise in their communication. When students know how to use communication strategies appropriately, their communication skill will consequently be more effective.

It is also hoped to give some insights for responsible bodies that develop language curriculum and teaching materials in order to help students by including topics and activities that entertain the use of communication strategies.

1.5 Scope of the study

The scope of this study was limited to the 2011 English major third year Debre Markos university students.

1.6 Limitations of the study

Due to time constraints, the study involved only third year English major students. The researcher, however, believes that the study would have been more reliable if it had been able to involve other batches of English major students.

1.7. Organization of the study

This study aims at exploring communication strategies used by English Major Third Year Students at Debre Markos University, is composed of five chapters. In Chapter One, the problem is stated and the objectives of the study are set. The Second Chapter deals with the review of related literature that presents themes and relevant theories on communication strategies. In Chapter three, the subjects of the study, data collection instruments and procedures that provide for the collection and the analysis of the data are presented. This is followed by Chapter Four that presents the data analysis and interpretations of the collected data. Finally, Chapter Five presents conclusions and recommendations based on the results and discussions of the data.

1.8. Definitions of Terms and Abbreviations

1.8.1. Definition of Terms

- Interlanguage: it is an invented language system of L2 learners (Selinker, 1972). It also refers to the structured system which the learner (L2 learner) constructs at any stage in his /her language development (Ellis, 1985).

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- Communication strategies: it refers to the procedures individual language users adopt to solve communication problems (Ellis, 1985: 181).

1.8.2 Abbreviations Used

CS: Communication Strategy

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

L1: First Language

T: Teacher

SS: Students

CHAPTER TWO

2. Review of Related Literature

This chapter reviews prominent studies and relevant theories to support the present research. The principal areas to be discussed are concepts and taxonomy of communication, communication strategies and strategic competence, communication strategies and classroom interaction, the role of communication strategies in second or foreign language learning and previous works done at abroad and in local context.

2.1 Definitions of Communication Strategies

Communication strategy researchers have yet reached a consensus on the definition of communication strategies. There have been many definitions proposed regarding the communication strategies of second or foreign language learners.

Bialystok (1990:3) points out that although research scholars offer various definitions for communication strategies; these definitions seem to share three main features.

1. **Problematicity**: includes strategies that are not normally used during routine language operations. Strategies are adopted when problems in either learning or production are perceived that may interrupt communication.
2. **Consciousness**: refers to either the learners' awareness that a strategy is being employed for a particular purpose, or the awareness of how that strategy may lead to an intended effect.
3. **Intentionality**: this refers to the learners' control over those strategies so that the particular ones may be selected from a range of options and deliberately applied to achieve certain effects.

Thus, communication strategies can be defined as mutual attempts to solve L2 communication problems by participants (Tarone, 1980); Individual solutions to psychological problems of L2 processing (Faerch and Kasper,

1984); and ways of filling vocabulary gaps in the first or second language (poulisse, 1990) in Vivan (2001:106)

Tarone (1980:420) defines communication strategies as "...mutual attempts of two interlocutors to agree on a meaning in a situation where the requisite meaning structures don't seem to be shared". Meaning structures here would include both linguistic structures and sociolinguistic rule structures. She emphasized interactional aspect of communication that contains any attempts to avoid communication disruptions.

Canale and Swain (1980:30) define communication strategies as strategic competence involving the ability to use verbal and non –verbal strategies to avoid communication breakdowns that might be caused by learners' lack of appropriate knowledge of target language. Besides, Canale (1983) extended the concept of communication strategies to include not only strategies to compensate for disruptions in communication problems due to speakers' insufficient target language knowledge, but also strategies to enhance the effective of communication with interlocutors.

Brown (1987:180) defines communication strategies as "conscious employment by verbal or non verbal mechanisms for communicating an idea when precise linguistic forms are for some reasons not available to the learner at that point in communication."

Moreover, others also define communication strategies as "... techniques of coping with difficulties in communicating in an imperfectly known second language" Stern (1983:411).

Bialystok noted four definitions of communication strategies in relation to second language learners (1990:3). 1). It is a systematic technique employed by a speaker to express his ideas when he/ she faced with some difficulty (Corder, 1977: 103); 2). "...a mutual attempt of two interlocutors to agree on a meaning in situations where a requisite meaning structures aren't shared" Tarone (1980, 3). Potentially conscious plans for giving what to an individual presents itself as a problem in reaching a particular

communicative goal (Faerch and Kasper, 1983a:36) and, 4).Techniques of coping with in communicating in an imperfectly known second language (Stern, 1983:411).

Rubin (1987:109) also defines communication strategies as those strategies used by a learner to promote and continue communication with others rather than abandon it. These are strategies used by speakers when they come across a difficulty in their communication because of lack of adequate knowledge of the language.

However, all the definitions that are given above treated in two approaches: the Interactional and Psychological approaches.

2.1.1 The Interactional approach

The pioneer of the interactional approach, Tarone (1981) in Ellis (1994:396) defines communication strategies as "...mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures don't seem to be shared". This definition considers communication strategies as part of the interactional phenomenon. However, it does not consider occasions when there is no immediate feedback from the listeners as in the classroom learning.

2.1.2 The Psycholinguistic Approach

Faerch and Kasper (1984) in Cook (1991:106) proposed a definition that recognizes communication strategies as part of the planning process in speaking. According to Faerch and Kasper, communication strategies are "individual solutions to psychological problem of L2 processing". This definition takes 'problematicity' and 'systematicness' as central features of communication strategies (Dornyei, 1995). Faerch and Kasper put communication strategies in a model of speech production that has two phases: planning and execution phase. In planning stage, a foreign language speaker decides on words and rules that can be executed to communicate meaning. If the speakers notice a problem with the plan, the

plan cannot be performed (Cook, 2001). This time, the speaker looks for ways of transmitting the intended message despite the language problems.

In relation to this, Mariani (1994) presented a speech production model, which represents the psychological definition. According to Mariani, in oral communication, speakers have a certain goal for which they set a plan and execute it. If the speakers' ability to express linguistic and socio cultural features in the target language is inadequate, either they avoid the problem by reduction strategy or they keep their communicative goal by means of an achievement strategy.

2.2 Taxonomy of Communication Strategies

Since the 1970s, communication strategies have been the center of attention in second language acquisition research. During that period, analysis was focused on interlanguage and foreign talk, both of which involved the interactional nature of human communication (Tarone, 1977: 417). Those early studies focused on identifying, defining and classifying CS into taxonomies. Later studies, however, were centered on the relationship between communication strategies and language education, especially in EFL/ESL settings.

However, like that of the definition, there is no agreement among researchers over the taxonomy of communication strategies. It is very clear in the literature that a single utterance may be labeled in to two different categories. Cook (1991:133) argues that, "if the lists were standardized, at least, there would be an agreement about such categories". Researchers have developed and proposed new taxonomies of communication strategies from time to time.

In general, there are two approaches to the analysis and classification of communication strategies: the linguistic (interactional approach) and the cognitive (psycholinguistic) approach. Tarone (1977, 1980, and 1983) for the first time suggested the linguistic approach, which was later expanded by Faerch and Kasper (1983a, 1984). According to Tarone (1977), learners'

linguistic inadequacy warrants CS use by interlocutors who try to convey a meaning in question to one another. In interactional approach, Tarone (1980, 419) elaborates more on the definition of CS by saying "... mutual attempts of two interlocutors to agree on meaning in situations where the requisite meaning structures do not seem to be shared". According to her,"...meaning structure includes both linguistic and socio-*linguistics structure."* On the other hand, cognitive approach to CS is placed within psycholinguistic framework. Faerch and Kasper (1983a:212) explain that communication strategies are processes occurring within the L2 speakers themselves with a focus on speech perception, planning and execution in speech production whenever they encounter problems.

Thus, their description of cognitive approach is more learner-centered and communicative strategies are viewed as means for resolving problems of self-expression.

Ignoring the overlapping of the taxonomies presented by different approaches, this research will group communication strategies using the taxonomy adapted from the interactional and psycholinguistic classifications. Thus, it clearly shows that the two aspects of communication strategies. As a result, this study will use this taxonomy.

2.2.1 Communication Strategies and their Descriptions

1. **Avoidance strategies**
   a. **Form avoidance:** it refers to avoidance of a particular linguistic form/morphology or syntax. It deals with a speaker's avoidance of certain linguistic form, because he/ she does not feel comfortable in using it. A speaker may resort to this strategy for fear that he /she could make errors in grammar. For example, the speaker avoids the first structure and uttered the second as he / she felt comfortable with the second syntactic form.
      1. I lost my way. , 2. I got lost
   b. **Function avoidance**: is the avoidance of different types of language function, like politeness markers.

c. **Message abandonment**: it refers to the situation where a speaker gives up communicating in mid- sentences because of language difficulty. This strategy is equivalent to topic avoidance in which the speaker avoids the whole topic as he or she is not comfortable with it. An interlocutor also avoids the topic pretending not to understand or simply not respond when the idea becomes difficult to pursue (Brown, 1987:179).

2. Achievement Strategies

2.1 Strategies from another Language

2.1.1 Language switching: the use of another language to express an idea that is different in a foreign language.

2.1.2 Code mixing: inserts of a word from another language.

2.1.3 Literal translation: refers to 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.

2.2. Strategies from Interlanguage.

a. **Substitution:** it refers substitution of words for another in the target language.

b. **Generalization**: it indicates the use of a more general word for a more particular one in the target language.

c. **Description**: description of the characteristics of an object or an event.

d. **Exemplification**: give an example for the general term for the concepts, instead of using the exact term for it.

e. **Word coinage**: refers to creating a non-existing L2 new word in order to communicate a desired concept.

f. **Restructuring**: it is another attempt of expression at the same sentence.

g. **Over generalization**: refers to the speaker over generalization of rules in a foreign language.

3. Asking for help: requesting of the listener to suggest words in a foreign Language.

4. **Gesture:** uses of a non-verbal device to refer to an object/ event.
5. **Time gaining strategies:** it refers to murmuring, repeating some words until he/she gets the right language items to speak.
6. **Fillers:** uses of some words (e.g. let us say, I mean, etc) until he/she gets the right language items to express ideas.

(Adapted from Tarone (1981) cited in Ellis (1994); Fraech and Kasper (1980) cited in cook (1991, 2001); Littlewood (1984) and Dornyei (1995).

However, Tarone (1977, 1980) and Bialystok (1990) also provide the most widely cited taxonomy of communication strategies. Tarone (1980, 429) summarizes types of communication strategies under five main categories along with their subcategories.

A. Paraphrase

Paraphrase includes three subcategories that are described below.

i. **Approximation**: the use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e. g. "pipe" for "water pipe").

ii. **Word coinage**: refers to creating of a non- existing L2 word in order to communicate a desired concept (e. g. "air ball" for "balloon").

iii. **Circumlocution**: learners describing the characteristics or elements of an object or action instead of using the appropriate target language structure (e.g. "She is, uh, smoking something. I do not know what its name is).

B. Transfer

Transfer has two elements in it.

i. **Literal translation**: it refers to translating of a lexical item, idiom, compound word or structure from L1 to L2. (E.g., he said that, 'I don't like thick tea' for 'I don't like strong tea'.

ii. **Language switch**: the learners use the native language without bothering to translate (e. g. "balon" for "balloon").

C. Appeal for Assistance

This refers to the learner's asking for the correct term or structure. (e.g. "What is this?").

D. Mime

Mime refers to the learner's using non-verbal strategies in place of a meaning structure (e.g. clapping one's hands to illustrate applause).

E. Avoidance

Avoidance consists of two subcategories described below.

i. **Topic avoidance**: refers to strategy where learners try not to talk about concepts for which they don't know the vocabulary or other meaning structures.

ii. **Message abandonment**: the learners' beginning to talk about a concept, but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

In general, scholars agree that communication strategies are ways to make the conversation going on because every learner in a second language actually has a problem in expressing what they want to say. The problem is inadequacy of the target language being learned. Some of them who gave specific contribution on these strategies are Tarone (1977), Faerch & Kasper (1980), Littlewood (1984) and Dornyei (1995). Tarone and Littlewood have similar concepts in grouping communication strategies that the learners use to fill the 'gap', which is lack of L2 knowledge. We can see their similarities in the following table.

Taxonomies of communication strategies catagorized by Tarone and Littlewood

Tarone (1977)	Littlewood (1984)
Topic avoidance	Avoiding communication
Message abandonment	Adjusting the message
Circumlocution	Using paraphrase
Approximation	Using approximation
Word coinage	Creating a new word
Conscious transfer (literal translation/ language switch)	Switching to native language
Mime	Using non-linguistic resources (mime & gesture)
Appeal for assistance	Seeking help

From the above table, it is clear that "the varieties of taxonomies proposed in the literature differ primarily in terminology and overall categorizing principles rather than in the substance of specific strategies" Bialystok (1990: 35).

In the development of communication strategy, Dornyei (1995) as cited in Brown (2000:128) formulates communication strategies into twelve kinds. These strategies divided into three major strategies: avoidance, compensatory and stalling strategies.

A. Avoidance strategies

1. **Topic Avoidance**: the strategy where learners try not to talk about concepts which they find it difficult to express. For example, a learner avoids saying certain words or sentences because he/she forget or does not know the English terms.
2. **Message abandonment**: the strategy of leaving a message unfinished because of language difficulties. For example, "he took the wrong way in mm..." (He/she does not continue his/her utterance).

B. Compensatory strategies

3. **Circumlocution**: the strategy used by learners in which they describe or paraphrase the 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*".
4. **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 *sailboat; pipe* for *water pipe.*
5. **Word coinage**: Creating a non-existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).
6. **Code switching**: is the strategy in which learners use their L1 word with L2 pronunciation.
7. **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 instance, a learner uses his/her hands, and acts like flying a bird so as to refer to *birds.*
8. **Appeal for help**: the strategy where the students ask other students or teacher for help because they do not know or forget some words, structures, or idioms. For example, a learner may ask his/her friend by saying, 'What do you call...?".
9. **Foreignizing**: 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, that is *kran* but with L2 pronunciation, so he/she says *kren.*
10. **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.*
11. **Use of all-purpose words**: according to Dornyei (1995:52), this is the strategy when learners expand an empty lexical item to

context where certain words are lacking. For example: the overuse of the words, *thing, stuff, makes, do, what do you call it, and what is it?*

C. Stalling Strategies

12. **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, I think, you know, you see, um, mm, ah, Ok, right, recall (Dornyei, 1995:52;* Tarone, 1981; Bialystok, 1990; Ellis, 1994, and Cook, 2001, cited in Brown,2000:128).

Nevertheless, Ellis (1994) suggested that; the taxonomies in the interactional and psycholinguistic classification have many over laps. As a result, it should not be classified as different strategies since they are almost the same in context and their only difference lies on the different terms only. Bialystok also suggested that the Interactional and Psycholinguistic classifications of communication strategies are product-oriented taxonomy, which is based on the underlying process of speech production. Her taxonomy has two speech production dichotomies: Analysis and Control. The Analysis-based strategy refers to an attempt to transmit the structure of the desired concept by explicitly showing its defining features. The speaker modifies the concept by using his or her knowledge about it. On the other hand, in a control-based strategy, the speaker manipulates the expression by attempting to different sources of reference outside L2.

Another taxonomy based on the underlying process of speech production is the one used in the Nijmegen project Almaz (2007: 17). The researchers in this project used concrete and abstract picture description, interview and story retelling to investigate strategies. They used a binary system and grouped strategies under Conceptual and Linguistic arch strategies. These arch strategies as cited in Ellis (1994) divided in to Conceptual strategies. Conceptual strategies can be analytic or holistic. In analytic strategy, the speaker refers to the concept by listing some of its properties. Linguistic

strategies refer to the manipulation of the speaker's linguistic knowledge. The subcategories are morphological creativity and strategy of transfer. Morphological creativity is the use of L2 rules of morphological derivation to create a word that the speaker resumes meaningful. A strategy of transfer is existed when a foreign language speaker makes use of similarities between his or her mother tongue and the foreign language. In connection to this, Flyman (1997) describes that the speaker adjusts the transferred words and phrases from L1 to the target language spoken. As we can understand from the above description, linguistics strategies require knowledge of another language. Thus, "they are peculiar to L2 learning" (Almaz 2007: 20).

Strategies used in the Nijmegen project have similarities with the typologies in the psycholinguistic and interactional classification. In relation to this, Ellis (1994:401) states that:

> *The Nijmegen typology highlights the commonalities that underlie what are the discrete strategy types in Tarone's framework. It reveals, for example, that word coinage, circumlocution, and approximation are 'conceptual' in nature, and that they all involve an 'analytic' process. It also distinguishes between the types of non-verbal behavior instead of lumping them together in a single category 'mime'. Thus, ostensive definition (pointing at an object is seen as the non-equivalent of a linguistic strategy, whereas, 'mimetic, gesture' (the modeling of the feature(s) of a referent through gesture, perhaps accompanied imitative sounds) is 'conceptual' in nature.*

In general, the taxonomies we have discussed so far differ primarily in terminology and overall categorizing principles than the substances of the specific strategy.

2.3 Communication Strategies and Strategic Competence

Chomsky has first viewed communicative competence as internalized rules of syntax-underlying speakers' performance (Stern, 1983). It also refers to the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, but not the ability to use the language exactly as a native speaker does. However, the complex rules in

Chomsky's linguistic competence raised the idea that L2 learners' communicative competence should developed in a different way from the native speakers (Stern, 1983). From this explanation, it is possible to induce that the desired outcome of foreign language learning should be the ability to communicate competently, not to use the language exactly as the native speaker.

According to Canal (1983:42), communicative competence consists of four components:

1. Linguistic competence: refers how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks what words should use and how put these words into phrases and sentences.
2. Sociolinguistic competence: refers how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic asks which words and phrases fit this setting and this topic.
3. Discourse competence: it also refers to knowing how to interpret the larger context and construct longer stretchers of language, so that the parts make a coherent whole. It also asks how words, phrases and sentences put together to create conversation, speeches, e- mail messages, newspapers and articles.
4. Strategic competence: refers how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence actually means to use all kinds of tactics to keep the interaction going on. It is better to use the strategic competence to fill the gap in communication when the linguistic and pragmatic competences do not work well. Actually when the two works well and a speaker has a high capacity of strategic competence. It is quite sure that the communication will be more lively and brilliant.

However, it has been agreed that communication strategies are not peculiar to L2 speakers. Communication oversight may occur in L1 communication too (Dornyei, 1995). Canal (1983) agrees that strategic competence compensates communication breakdown due to limitation of in other competences. Similarly, Yule (1996) says, in strategic competence, speakers organize message effectively through strategies when there is difficulty in L2 use. Yule emphasizes, flexibility in foreign language use is a key element in communicative success.

According to Mariani (1994), everyone's language competence can be placed in a line ranging from ideal zero competence to ideal native like competence. Mariani states that in the ideal representation of language competence, all foreign language users could be placed somewhere a long ideal zero competence to ideal native like competence. Any one learning a foreign language moves a long this lines approaching a native like competence in progress. However, according to Mariani, there is no absolute competence or absolute native like competence. A native speaker can miss a word to say something and compensate it with similar word in their communication to express meaning.

According to Canale & Swain´s well-known framework of language competence (Canale & Swain, 1980; Canale, 1983; Swain, 1985), the first three (i.e. linguistic, sociolinguistic and discourse competences) involve knowledge of the language code, the socio cultural constraints and rules guiding the use of the language code, and the rules of discourse necessary to produce coherent and cohesive messages, respectively. In contrast, strategic competence involves the ability to use problem-solving devices in an effort to overcome communication problems derived from lack of knowledge in any of the other sub competencies. These Problem-solving devices are communication strategies.

Dörnyei & Thurrell (1991), Tarone (1984) and Willems (1987) explicitly argue that one of the aims of L2 teaching should be the development of the students' use of CS as a way of enhancing their communicative competence.

According to Tarone's view, each component of communicative competence ought to have a place in the foreign language classroom.

In relation to this, Tarone (1984: 129) states, "a student who has failed to develop communicative competence in any of these components cannot truly to be said proficient in the foreign language. The underlying assumption is that neither the awareness of strategies nor their successful implementation is a necessary off-shoot of language teaching unless an effort is made to draw the learners' s attention to this particular component of his/her communicative competence. Both Tarone (1984) and Willems (1987) stress that, in contrast to naturalistic learners, classroom learners cannot simply learn by "doing" given that the foreign language classroom by its very nature the ideal scenario for learners to engage "naturally" in a variety of communicative situations that would allow the implicit development of their strategic competence. Learners must, therefore, be trained the use of CS.

2.4 Communication Strategies and Classroom Interaction

As indicted earlier, communication strategies are categorized as strategies of language use. Experiences of language classroom interaction pattern may be full of moments when students preferred to keep quiet to utter ungrammatical sentences, which were forbidden by traditional teachers who focused on grammatical teaching (Andrioti, n.d.)

Most of the interactions in these classes were also teacher-student, but facility in language use can be gained in convening and receiving authentic messages (Rivers, 1987). Rivers indicates that communication strategies in the classroom should be provided with opportunities in which they can comprehend others messages and produces their own. To achieve this goal, relations that promote a need to interact should be created. This is because as Rivers asserts, speech productions of fellow students in discussions, joint problem tasks, dialogues can increase students' language store. In classrooms where students are less motivated to speak, the lion share of

class time is consumed by teacher's talk. These kinds of classrooms are described as less interactive. Regarding this, Rivers (1987:9) reveals that:

> *Teacher directed and dominated classrooms cannot, by their nature, be interactive classrooms...Interaction can be two ways, three ways or fours ways, but never one way. Real interaction in the classrooms requires the teacher to step out of limelight, to cede a full role to the student in developing carrying activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate.*

It can be seen from this text that, students are engaged in classroom interaction and left free to express ideas, they will have freedom to use communication strategies that in turn, may lead to committing errors due to limited knowledge of the target language. If teachers are sensitive to learners' errors, which arise due to strategy use, students will be reserved from speaking. Though many teachers are unwilling to skip some of students' language errors as strategies of communication, Rivers recommends that, teachers should elicit students' willingness to participate interaction by controlling their sensitivity to errors.

2.5 The Role of Communication Strategies in Second/ Foreign Language Learning

It has been repeatedly confirmed that communication strategies play a significant role in learning second/ foreign language. Flyman (1997: 57), remarks that the role of communication strategies in language learning. He studied those communication strategies of learners studying French as a foreign language. In his study, three tasks (translation, storytelling and discussion) were used to identify communication strategies. Based on the research findings, Flyman states, communication strategies used by students can lead to atomization of the foreign language rules in the learners' language data, which in turn result in acquisition. He further explains that a learner who uses communication strategies can communicate in spite of his/her limited knowledge of the foreign language and will be motivated for further language study. A motivated learner in turn, will take responsibility of learning the target language. Flyman

(1997:15) describes, "Motivation is closely related to self confidence and which in turn leads for more communication as the learners dare to talk in situation that used to be difficult for them".

Andendorff (1996: 389) indicates the function of the code switching in public and classroom conversations as, "code switching is a communicative resources which enables teachers and students to accomplish a considerable number and range of social and educational objectives". However, it may not be preferable to make a foreign language classroom conversation full of code switched. Students should be encouraged to communicate in English as much as they can.

Dornyei (1995:60) also indicates that a great deal of language attainment takes place through taking an active part in actual communication and communication strategies help the learners to obtain practice and to gain new information by testing what is permissible. According to this citation, communication strategies can be used for practice opportunity and to gain knowledge, i.e. to learn about the target language.

According to Dornyei, communication strategies can be used for practice opportunity and to learn about the target language. Dornyei (1992:32) further argues that:

> *Communication strategies are invaluable means of remaining in control of the conversation when communication difficulties arise and they enhance the efficiency of communication. Knowing such strategies is particularly useful for language learners since they provide them with a sense of security in the language by allowing them extra time and room to manoeuvre.*

Moreover, Freeman and Long (1991: 83), adds foreign language learners use communication strategies to maintain conversation with their friends and with teachers in the classroom or outside the classroom. A confident student can experience risk taking. For example, in achievement strategies learner use their language resources to compensate a gap in the language although their utterances may be grammatically/ socially unacceptable (Andrioti: n.d).

In a classroom where both teachers and students share the same meaning, code switching is claimed to be inevitable to make a foreign language class communicative (Cook, 1991). The forgoing discussion shows that, communication strategies assist foreign language learning by arousing students' motivation for further participation in the learning process, developing their confidence, by helping them to stay in conversation than refraining from it.

Therefore, the ability to use communication strategies gives for learners confidence to use the language productively. In connection to this, Freeman and Long (1991:85) state that:

> *Foreign language learners use communication strategies to maintain conversation either with their friends and teachers in the classroom or with others outside the classroom. Communication strategies assist foreign language learning by arousing students' motivation for further participation in the learning process, developing their confidence by helping them to stay in conversation than refraining from it.*

Rubin (1987:26) agrees that successful communication with communication strategies will enhance motivation for learning. Moreover, Communication strategies enable learners to participate in, contribute to and remain in conversation.

To sum up, communication strategies remain an important element in foreign language learning. Achievement strategies, in particular, will undoubtedly promote learners' communicative competence.

2.6 Overviews of Some of the Studies on Communication Strategies

2.6.1 Studies Conducted Abroad

Studies on communication strategies with different focuses have been conducted since Selinker (1972) forwarded the concept. For example, Nakatani (2006) had conducted an experimental study in Japan to see the extent to which strategy use can lead to improvements in oral communication ability. The study indicated that the participants' success

was partly due to an increased general awareness of oral communication strategies and the use of specific oral communication strategies, such as maintenance of fluency and negotiation of meaning to solve interactional difficulties.

Poulisee (1990) had also conducted an experimental study on Dutch learners of English. Her focus was to find out the types of strategies learners employ when they are deficient in vocabulary of the target language. She, finally, came up with new divisions of strategies called Conceptual Arch strategy (Analytical and holistic Strategy) and Linguistic Arch strategy.

Paribakhat (1988) and Chen (1990) studied the link between proficiency level and strategy preference and they found out the task type determined the strategy preference, that is, students that are more proficient used more L2 based strategies than less proficient students did.

Haastrup and Phillipson (1983) studied eight Danes who had been learning English for five years. Their purpose was:

1. To identify the strategies utilized by learners;
2. To see if there was any link between strategies used and the types of school Learners attended, and to test the hypothesis that some achievement strategies are effective. Finally, they found out that:
   - The most widely used strategies were literal translation, paraphrasing, and non- linguistic strategies.
   - There was no link between strategy preference and school students attended and, L2 based strategies were more effective for communication than L1 based strategies.

Bailystock and Frohlich (1980) studied the communication strategies used by three groups of Danish learners of French: adults grade twelve advanced students and grade twelve regular students. The purpose of their study was to see the relationship between the following: 1. Proficiency level and strategy preference, 2. Task type and strategy choice, 3. Communication effectiveness and specific strategy use. Their findings showed that

proficiency level determined the strategies choice either L1 based or L2 based strategies. The task type determined the strategy preference, that is, students that are more proficient used more L2 based strategies than less proficient students did. However, they could find no positive correlation between the absolute number of strategy used and subjects' proficiency level.

Ervin (1979) also studied American learners of Russian with the aim of finding out the types of Communication Strategies students prefer to use. As a result, the most widely used strategies were topic avoidance, approximation, circumlocution and description.

Tarone (1979) as cited in Tsefaye (2007) investigated the relationship between L1 background and strategy preference. Her subjects were Spanish, Turkish and Chinese who were learning English. She found that the learners' L1 background did not influence their choice of specific strategies. What determined learners' preferences of certain strategies were: learners' proficiency level, their personality and the type of the task they performed.

Varadi (1973) as cited in Fasil (1992) conducted the first empirical research on learners' use of communication strategies. The purpose of his study was to investigate learners' performance in conditions where they have the necessary knowledge of the native language forms that can be transferred. He studied Hungarian learners of English and showed how they adjust their meanings when they face language problems. He reported that his subjects did the following strategies when there was a gap between their language competence and the meaning they want to communicate:

1. They modified their meanings so as to bring them within their encoding capabilities,
2. They reduced a part or the whole of their message deliberately,
3. They shifted or replaced the meanings (Varadi, 1973) as cited in Fasil, (1992:12).

2.6.2 Studies Conducted in the Local Context

Tesfaye (2007) had conducted a study on communication strategies utilized by Omo TTI Trainee Teachers in oral production of English. His subjects were Gamo and Amharic department students. Finally, he concluded that Amharic trainees were better than Gamo trainees in employing the strategies. On the other hand, female trainees of Amharic department were as effective as the male counterparts in the same department.

Almaz (2007) has conducted a study on communication strategies used by male and female students in classroom interaction: Kotebe College of teachers' education first year language students in focus. At the end, she concluded that, though there was significance gender difference in frequency of some of the strategies (that is, male students used the strategies in a better frequency than female) there was no gender difference in types of communication strategies used by male and female students at Kotebe College of teachers' education.

Tiume (2005) also has identified communication strategies used by Male and female students at Unity University in different task types. He concluded that females use communication strategies frequently than males in some tasks.

Tsegaye (1995), on the other hand, studied compensation strategies as he investigated speaking strategies used by students at College of teacher Education through questionnaire, classroom observation and interview. Tsegaye (1995:45) concluded that first year language students taking spoken English course "were able to successfully employ different sub strategies to compensate for the missing words or expressions while speaking".

Fasil (1992) has conducted a study on communication strategies employed by senior high school students in oral production of English. He studied that grade nine and twelve students to identify the types of communication strategies adapted by students when they face language problem and to sort

out whether the strategies are influenced by students' proficiency level or not. Finally, he came up with the result that showed Achievement and Reduction strategies were employed depending on the types of task students were provided. Moreover, proficiency level and the task types determine selection of specific strategies.

The above-mentioned works are helpful to see the gap and in this study the researcher tried to fill the gap, i.e., most commonly used strategies and their contribution on students' communicative skill.

CHAPTER THREE

3. Research Methodology and procedures

This chapter deals with the description of design of the study, subjects of the study, the instruments used and how they were implemented as well as the procedures followed in collecting the data and methods of data analysis.

3.1 Design of the Study

The method followed in this research was the descriptive survey method. This method is selected because it enables to explain the communication strategies used by students and the contribution of the strategies on students' communicative skill.

3.2 The Study Area

The study was conducted at Debre Markos University, which is found in Amhara Regional State, East Gojjam Zone of Debre Markos town 300 Km far from Addis Ababa. Debre Markos University was selected as a study site for the following reasons: 1) the researcher identified the problem in that university. 2) Since the researcher is familiar with instructors and subjects of the study, teachers can adjust classes for observation. So, the researcher can easily get the relevant data. 3) Moreover, no similar research has been conducted there. Therefore, the respondents can respond the questions honestly.

Third year English majoring students were selected with the assumption that they are cooperative than first and second year students. Since they took spoken I, II and advanced speech I courses, they give fruitful information. In addition, they are also informed about research since they will conduct a study for their senior essay.

3.3 Subjects of the Study

The general objective of the study was to explore communication strategies used by third year English major students. In order to achieve this objective third year Debre Markos University English major students were chosen as target population. According to the information gained from the register list in English department, 90 students were registered in the 2010/11 academic year as English majors. The students attended their classes in two sections. All the students were included purposely in the study. Thus, the total number of students involved in the study was 90.

3.4 Sample and Sampling Techniques

The researcher used comprehensive sampling technique. All English major third year students were participated in the study. The researcher did this for two reasons. For one thing, the total number of the students was manageable. For another thing, collecting data from the entire population will increase the reliability of the data, which in turn helps to come up with sound results.

3.5 Data Collection Instruments

3.5.1 Questionnaire

The major data collection instrument used in this study was students' questionnaire. It was used to get more detail information that could not be obtained through classroom observation.

The items in the questionnaire were prepared in English language based on review of related literature. Besides, the items included in the questionnaire were brief statements about the features of communication strategies. They were designed in light of the potential they had in eliciting information from the subjects. The questionnaires consisted of seventeen closed—ended questions. The researcher used closed—ended questions in order to reduce students' confusion while filling out the questionnaire. Responses were

measured on a five point Likert scale of intensity rating which places an individual somewhere on an agreement continuum concerning a particular item Kerlinger (1977: 496) as cited in Tsefaye (1995:21). This greater variance response was selected with the assumption that individuals show differences in frequenting or using the various strategies.

The questionnaire examined language learners' use of the strategies by asking them to indicate the extent to which they engaged in a variety of activities on the basis of the response categories: always, usually, sometimes, rarely and never.

The subjects filled the questionnaire in the classroom for three reasons. For one thing, to give room for the students if there are unclear questions. For another thing, to avoid duplications and thirdly, to maximize the return rate. Before distributing the questionnaire, students were advised carefully to read the questions first and ask for further explanation on points they might not be clear with. Accordingly, some students asked for clarification of certain items as they filled out the questionnaires. Finally, all the questionnaires distributed to the students were returned. The scores of the item in each category were also summed up. Then the organized data entered into computer to be analyzed using SPSS (Statistical Package for Social Science) version 16.00 programme. After that, students' communication strategy comparison was put in a rank order taking into consideration the percentage and the mean value of each strategy. The Higher percentages indicate greater use and lower percentages show a lower use of a particular strategy.

3.5.2 Classroom Observation

In this study classroom observation was another tool employed to explore communication strategies used by third year English majoring students. The reason for choosing classroom observation was: it offers first hand information without relying on the reports of the others and gives a direct experience. It is also possible to study certain teaching process and students' behaviors as they actually occur.

The observation was conducted on two lessons (see Appendix, C) for two weeks. During the observation, the researcher used a checklist comprising the types of communication strategies. The focus of the checklist was identifying the types of communication strategies used by students in performing different tasks in advanced speech courses. The checklist-contained types of communication strategies, which were designed based on the review of related literature (see Chapter Two). As students speak, the researcher ticked those strategies that were overtly observed. In addition to the strategies, other important notes which were not included in the checklist were also jotted down. However, the items were originally presented in 'yes/ no' category. After the observation sessions were completed, they were summarized and converted into 'observed/ not observed' category. The observation was carried out before the questionnaire was distributed for the students to minimize data contamination. For instance, if students filled the questionnaire before classroom observation, they could know the objective of the study and hence they might show artificial behaviors during classroom observation. That means students might do what they do not actually do under normal circumstance if they understand what the focus of the researcher is.

3.5.2.1 Video- recording

Video recording was important in detecting certain communication strategies, such as non- verbal reactions in the study. It was helpful in recording and retaining communication strategies employed by students which had go unnoticed during classroom observations. The recording was made by an experienced cameraman who works in the department of foreign relation in the university while students were engaged in certain speaking activities. Before the beginning of the actual recording, the researcher entered in the classroom for a week having a video recorder to familiarize students with the material and to reduce students' artificial behavior during the actual recording time. At the end, the recording was made with the assumption that students are familiar with the material and forget the existence of it. In addition, they considered it as something which happens

as usual. The activities /tasks recorded were assumed to be useful in giving insights regarding the students' use of various communication strategies.

3.6 Data Collection Procedures

Some strategies occur overtly and they are relatively easy to observe. However, other strategies occur only covertly and require introspective forms of data collection in which the informants provide a description of the strategies they employ Kerlinger (1977:496) cited in Tsegaye (1995:19).

Research has confirmed that the broadest range of coverage for many strategies use can be obtained through questionnaires, interview and to some extent through classroom observation Tsegaye (1995:19). In this study, the instruments used for data collection were Students questionnaire, classroom observation and video recorded classroom data.

In order to collect the necessary information, the following procedures were used. First, a pilot study was carried out on 10 students. However, these students did not include in the main study. The objective of the pilot study was to check the content validity and clarity of terms in the questionnaire and to tackle any problem related to collecting and administering instruments. Accordingly, some modifications were made to the questionnaire based on the results of the pilot study.

Second, the classroom observation was conducted on two tasks (impromptu and extemporaneous speech activities, see Appendix, C) for two weeks. That is three periods per week having 50 minutes using observation checklist and video recording. The selections of the tasks were made purposefully with the assumption that the tasks demand the students to talk a lot and use a number of communication strategies to help students understand the lessons. Moreover, during classroom observation the actual classroom activities of students were video recorded.

After classroom observation was completed, the questionnaire was distributed to the students with the help of teachers. All the questionnaires distributed were returned and summarized for data interpretation.

CHAPTER FOUR

4. Data Analysis and Interpretation

As stated in the previous chapters, the main objective of this study was to explore communication strategies used by English major third year students: Debre Markos University in focus. In order to achieve this objective, three questions mentioned earlier need to be answer. To recall them once again, they were:

1. What communication strategies EFL learners use in oral production of English?
2. Which strategies are the most and the least commonly used by students?
3. Are the most commonly used strategies most helpful or not on students' communicative skill?

In order to answer these questions, the researcher used both qualitative and quantitative methodologies. Therefore, in this chapter, the data are organized as well as the results and discussions were presented.

The data obtained from questionnaire, classroom observation and video recorder were presented and discussed in an integrated manner.

4.1 Communication Strategies

Many researchers like Rubin (1987), have observed that good language learners know and use communication strategies. They use while tackling certain language tasks. In a similar fashion, when students face a problem of expressing their ideas while speaking, they use strategies that help them to cope with the communication problem they encountered. Thus, this chapter examines what strategies from those provided in the questionnaire students used and how often they used these strategies.

In analyzing the responses in the questionnaire, sub strategies were developed in to groups and presented in tables. The tables were presented before the analysis and discussions. Each sub category under the main category was analyzed and discussed separately. The data were first discussed in percentages. Then, to analyze students' strategy use in percentages, frequency adverbs were used. The Adverbs 'always' and 'usually' were expressed as 'the strategies were frequently used' and 'rarely' was expressed as 'the strategy is very rarely used'. High percentage of the words 'always' and 'usually' indicate that the strategy is used most frequently and 'rarely' indicate that the strategy is less frequently used.

In the attempt made to get insight into the communication strategies used by the respondents, one question was asked. Table 1 below shown the data obtained.

4.1.1 Avoidance Strategies

Table 1: Frequency of Use of Avoidance Strategies

	Response Category					
Sub strategies	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**	**Total**
A. Form avoidance	18 22.5%	30 37.5%	26 32.5%	6 7.5%	0 0	80 100%
B. Message abandonment	3 3.8%	13 16.3%	10 12.5%	29 36.3%	24 31.3%	80 100%
C. Function avoidance	27 33.8%	19 23.8%	26 32.5%	6 7.5%	2 2.5%	80 100%

As can be seen from table 1, three sub strategies were included under Avoidance Strategies. The first was form avoidance (sub strategy A). Students were asked to indicate the frequency at which they avoided words or sentences that were difficult for them to get as they spoke (Appendix A, item 1).

According to table 1, sub strategy A, sixty percent of the respondents said that they frequently (22.5%= always, 37.5%= usually) avoided words or sentences that they failed to remember while speaking. On the other hand, a considerable percentage of the subjects (32.5%) said they sometimes did. The remaining 7.5% indicated that they very rarely (7.5%) used form avoidance. We can see here that more than half of the respondents avoided words and sentences they got difficult to remember.

However, the result obtained from the questionnaire did not agree with the classroom observation. Though respondents replied that they avoided words and sentences they failed to remember while speaking, the classroom observation did not show clearly, when students avoided words or sentences.

The other avoidance strategy sought to be investigated was message abandonment (table1, sub strategy B). Students were asked to show how often they gave up their speech if they did not have enough vocabulary to sustain their speech (Appendix A, item 2). As can be understand from table 1, 21% of the respondents reported that they frequently (3.8%=always, 16.3%= usually) gave up speaking if they failed to get appropriate language items to express their ideas. 12.5% said they sometimes broke speech, while 36.3% responded that they very rarely stopped their speech, but 31.3% of respondents never stopped their speech.

It was also noted during classroom observation; more than half of the students struggled to continue their speech throughout the time that was allotted to present their ideas. The extract shown below reveals this;

S. The effects of drug on education: drug has its own effect on education.

T. Okay. Tell us its effect.

S. If we use 'chat', for example, we can memorize many things, but we also forget immediately. On the other side, it damages our...[long pause]..., our um... it damages our brain system.

In the same way, students were asked if they do not know a word or a phrase to express politeness, how frequently they ignore words and phrases to express their ideas (Appendix A, item 3). The response to this item, 57.6% reported that they frequently (33.8%= always, 23.8%= usually) avoided language functions and 32.5% said they sometimes did. The remaining 7.5% responded that they rarely reduced words and expressions that were used to express politeness. However, 2.5% of the respondents never reduced words and expressions to express politeness. See the extract below.

T. Any volunteer is going to present his report.

Ss. (No reaction).

T. Berlaw, would you present?

S. No I cannot.

T. Why not.

S. I do not know the difference between impromptu speech and extemporaneous speech.

The main purpose of making a speech in the classroom is to transmit messages. Therefore, though students do not use polite markers, as depicted in the above extract, they can communicate with the teacher and the conversation is going on.

4.1.2 Achievement Strategies

Two types of achievement strategies were presented in the questionnaire: Strategies from another language and interlanguage strategies. Each has various sub strategies.

4.1.2.1 Strategies from another Language

The first part of Achievement strategies was strategies from another language. In this research, sub strategies were presented in the questionnaire in terms of using L1 instead of English (target language). It was previously indicated that the subjects of this study were English majoring third year students at Debre Markos University. These students

have different first languages. However, as language students in the stated University, they are expected to read, write, listen and speak Amharic since it was given as a subject from grade 5-10 before they joined University. Therefore, if students use words from another language while they speak in English, they switch to Amharic language or use words from Amharic language. So, all the audiences in the Classroom could understand.

Table 2: Frequency of Use of other Language Strategies

	Response category					
Sub-strategies	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**	**Total**
D. Language switch	1 1.3%	3 3.8%	20 25%	39 48.8%	17 21.3%	80 100%
E. Code mixing	7 8.8%	11 13.8%	23 28.8%	24 30%	15 18.8%	80 100%
F. Literal translation	24 30%	22 27.5%	19 23.8%	10 12.5%	5 6.3%	80 100%

As indicated in table 2, sub strategy D, Language switch is one of the sub strategies under other language strategies. Students were asked to indicate how often they switched to Amharic language if they could not express their ideas in English as they spoke (Appendix A, item 4). Out of the total respondents, 5% revealed that they frequently (1.3%= always, 3.8%= usually) switched to Amharic as they spoke English. 25% of them replied that they sometimes used Amharic language to express ideas that were difficult in English. 48.8% indicated that they very rarely shifted their language of communication to Amharic as they spoke in English, but 31.3% of the respondents never used Amharic. Though most of the respondents said, they rarely used Amharic while speaking in English, the researcher experience in the classroom enabled him to see most of them speaking in Amharic in pair and group discussions.

During classroom observation, the researcher observed that most of the students did not give up their speech. They used Amharic when they could

not say their ideas in English. This time there was a negative reaction from the side teacher to the students' use of Amharic. In connection to this, let us see the extract below:

T. The first presenter would present about the 'Unique feature of the society he/she came'.

S. Okay (expression of willingness to present).

T. Tell us the unique features of the society you came.

S. The Gojjam society is different from the society that I came. For example, the Cattle rearing system is different from my society. In Gojjam, animals are kept at home (እንስሳት በቤት ውስጥ ነው የሚያድሩት)

T. Please, say it in English.

S. Okay. [Pause]...but in my area, they live in ጎሬ that means በረት in this area.

The above extract shows that, code switching helps the learners to complete the task is given to them. In connection to this, Littlewood (1984:86) states that, code- switching is an expected strategy commonly used when the learners' first language and second language share significant number of words and phrases through common origins or borrowing.

Some scholars like, Littlewood (1984) claim that "code switching" is in evitable situation or strategy provided that if the speaker is a bilingual. It is not also harmful using L1 in L2 teaching as long as both the speaker and the listener have common native language. Therefore, teachers should give permission if they understand students are in problem due to language deficiency and they are unable to express and get equivalent word.

From the above extract shows that we can to infer that, Code switching enables the speaker to finish his intended message.

Students were also asked to show the frequency at which they used words and expressions in Amharic that were difficult to get in English (Appendix A, item 5). From the total number of respondents, 22.5% of the students indicated that they frequently (8.75%= always, 13.75%= usually) used Amharic words as they spoke. 28.75% informants replied they sometimes did, while 30% of the subjects indicated they very rarely used Amharic words. On the contrary, 18.75% never used Amharic words if they did not get English words to express their ideas.

It was also observable in our every day communication that people usually mix some English words as they speak in Amharic or in other languages. However, the trend in English classes is the reverse, that is, using words from another language (Amharic words in the case of the subjects of this research) while discussing or speaking in English.

As indicated in chapter two of this research (page 22), in foreign language classroom, where teachers and students share the same thing, code mixing is highly utilized in communication. The data in the questionnaire also supported the idea that code mixing is highly used in foreign language classroom as most students replied that they mixing code important to solve communication problems in English. Let see the extract obtained from the data.

T. Any other different the society you came with this society?

S. After [long pause], for example, የጋብቻ ስነ ስርዓት.

T. Okay (accepts the answer). Marriage system.

Using L1 in L2/ foreign language learning is an inevitable phenomena and despite the 'danger' of its overuse', it has its own significance. From the above extract, we can infer that L1 (in this case Amharic) enables students what they want to say.

In a further question, students were asked to report how often they translated sentences and expressions word by word from any language

which favorite to them if they failed to construct correct sentences in English. In the context of this study, students were asked if they literally translated words and expressions from Amharic language (Appendix A, item 6). This is because as indicated before, participants of this study have different mother tongues (as the researcher informally asked them and was able to know). Therefore, these students may use the structure of any language (Amharic, Tigrigna, Afan Oromo or other Ethiopian languages) as they spoke in English. To do this 56.3% of the respondents replied that they frequently (27.5%= Always, 28.75%= usually) translated word by word from another language in to English. 23.75% showed that they sometimes used literal translation. The remaining 12.5% replied they rarely used literal translation, but 7.5% of never used translation.

In the same manner, the response that is found from the questionnaire is in line with classroom observation. Most of the sentences that are spoken by students during classroom observation were literally translated from Ethiopian language. For example, students were adding the plural /s/ in the word "peoples" for 'people' considering the Amharic translation to this word and others, like the Ethiopian "political" instead of Ethiopian "politics". Let see the extract obtained from the data:

T. Any other difference?

S. Peoples [people] here kept their sheeps' [sheep] and goats at home.

4.1.2.2 Interlanguage Strategies

Interlanguage strategies are students' data about the target language. If students cannot say their ideas in using appropriate terms in English, they look for ways of compensating the missing word from their interlanguage. The data under interlanguage strategies are large. Thus, these data were presented in to two tables for the sake of simplicity and clarity.

Table 3 A: Frequency of use of Interlanguge Strategies.

	Response category					
Sub-strategies	Always	Usually	Sometimes	Rarely	Never	Total
G. Description	27	31	15	5	2	80
	33.8%	38.8%	18.8%	6.3%	2.5	100.0%
H. Substitution	18	32	18	7	5	80
	22.5%	40%	22.5%	8.8%	6.8%	100.0%
I. Exemplification	2	25	33	20	0	80
	2.5%	31.3%	41.3%	25%	—	100%

We can usually see describing events or things when they cannot call up on the exact words to express their ideas. This may not be unique to foreign language speakers. However, it is wide in using a foreign language than a native language. Students were asked to elicit the extent at which they described characteristics of things or events when they did not have the language items to express their ideas (Appendix A, item 7). From the total subjects 72.6% replied they frequently (33.8%= usually, 38.8%= usually) described the characteristics of events and expressions, 18.8% replied they sometimes used description while 6.25% indicated that they rarely) used descriptions, though 2.5% of them did not use.

Even though the respondents reported in the questionnaire that they could describe events when they cannot call up on the exact words to express their ideas, neither the observation nor the video-recorded data revealed this.

Students were also asked to indicate how often they used equivalent language items and expressions when they failed to get the exact language items to express their ideas while speaking (Appendix A, item 8). The answer from the total subjects indicated that the strategy was used frequently by 62.5% (22.5%=always, 40%= usually) of the respondents and 22.5% of them

said they sometimes used it. The remaining 8.8% very rarely used substitution, on the other side 6.25% of never used substitution.

In response to the question whether students used examples or not instead of using of general words (Appendix A, item 9), respondents claimed that they frequently 33.8% (2.5%= Always, 31.25%= usually) used examples. 41.3% responded that they sometimes used exemplification. 25% of the respondents indicated that they very rarely (25%= rarely) used examples instead of general words. It can be deduced from the above data that from the three-interlanguage strategies presented in the above table, students frequently used substitution rather than description and exemplification.

During classroom observation, students were noticed employing exemplification. On the other hand, below half of the students showed they frequently used exemplification and description. Let see the description from the data obtained.

T. Eyilachew, would tell us the course you like most and hate?

S. Okay, pause...okay. As you know, we took different courses that needs more study. I hate these courses, because these courses require more study rather than critical thinking.

T. What are other courses you like mostly?

S. Literature branch course, because these courses require only critical thinking rather memorization.

Therefore, students can benefit from the other strategies. For example, some topics in spoken English lesson require students to describe pictures or events. At this time, description can be the right strategy to relay on it.

As indicated by many scholars like, (Flyman, 1997), interlanguage strategies help language learners to acquire a foreign language. However, the researcher noticed during classroom observation that most of the students used inappropriate strategies to sustain their speech. For example, they repeatedly inserted articles and prepositions in the sentence they uttered.

Table 3 B: Frequency of use of Interlanguage Strategies

	Response category					
Sub-strategies	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**	**Total**
J. Restructuring	7 8.8%	23 28.8%	24 30%	13 16.3%	13 16.3%	80 100%
K. Generalization	2 2.5%	25 31.25%	35 43.75%	17 21.25%	1 1.25%	80 100%
L. Overgeneralization	0 –	0 –	2 2.5%	36 45%	42 52.5%	80 100%
M. Word coining	0 –	0 –	1 1.3%	22 27.5%	57 71.3%	80 100%

We often see our students uttering sentences without worrying about the structure of the language they spoke. They placed different parts of speech in different position from the usual once (correct position), which they assumed to be correct. In connection to this, respondents were asked to show how often they expressed their ideas by restructuring sentences (Appendix A, item 10). As can be seen from the table 3B, sub strategy J, the result from the total number of subjects showed that restructuring was most frequently 37.5% (8.75%=Always, 28.75%= usually) used by the respondents and it was sometimes used by 30%. On the other hand, 16.3% of the subjects replied that they rarely restructured sentences. On the contrary, 16.3% of the subjects never restructured sentences.

Nevertheless, although the respondents claimed to use restructuring in the questionnaire, neither the observation nor the video recording revealed this.

If students forget or do not know the specific words that express their ideas, they can depend on the general words that compensate for the specific one. How often do students this. Table 3B sub strategy K, indicates that 32.8% of the subjects frequently (2.5%= Always, 30.3%=usually) used generalization and 43.8% sometime used it. On the other hand, 21.3% of the respondents said they very rarely used words to compensate for the specific one, but one student never used this strategy.

It is clear that foreign language learners over generalize rules in a foreign language learning in various situations (Littlewood, 1984). As a result, it was needed to know if students over generalized rules (Appendix A, item12). Therefore, table 3B, sub strategy L, shows that from the total number of the respondents, none of the respondents frequently used over generalization of rules. 3% of them sometimes used the strategy. However, 45% of them said that they rarely used generalization while 52.5% of the subjects reported to have the strategy.

It seemed a normal trend to see students during the classroom observation over generalize plurals ('peoples' for 'people') and regular past forms. For example ('if foreign aid is gived [given] for Ethiopian, the economy of the country....').

Students were also asked to show how often they coined new words from they already know before (Appendix A, item13). The information gained from the total sample of the respondents indicates that none of the respondents frequently coined new words. However, one respondent sometimes coined new words. More than half of the respondents (71.3%) never coined new words from the words they already knew, but the remaining 27.5% of the respondents rarely used. Therefore, most students were not benefiting from this strategy.

The data in table B3 about the four-interlanguage strategies (Restructuring, Generalization, Over Generalization, and Coining) showed that most students used restructuring and over generalization in higher frequency as compared to word coinage. It was also seen during classroom observation that most students over generalize rules in various situations as they spoke. For example, they were frequently adding –ing suffix in to different words that is not necessary to use.

Table 4: Frequency of use of Asking for Help and Gesture

Sub-strategies	Response category					
	Always	Usually	Sometimes	Rarely	Never	Total
N. Asking for Help	31 38.8%	34 42.5%	6 7.5%	5 6.3%	4 5%	80 100%
O. Gesture	21 26.3%	20 25%	18 22.5%	16 20%	5 6.3%	80 100%

During oral communication in the classroom, students may ask their teachers or their friends to provide words and expressions they need to express their ideas. In this study, students were asked how frequently they asked their teachers or peers to suggest words and expressions they intended to use to express their ideas while spoke. Responses obtained in this regard from the total respondents depicted that they frequently 81.3% (38.8%= always, 42.5%=usually), asked their teachers and friends to suggest words and expressions in English while speaking. 7.5% of the respondents said that they sometimes asked their teachers and friends for help and only 6.3% replied that they very rarely needed their teachers and friends to provide words and expressions. The remaining 5% replied they never asked their teachers and friends. In relation to asking their teachers or friends to provide words or expressions while they need to express their ideas, let see the extract obtained from the recorded data:

T. Who is the next presenter about Hiale G/selassie?

S. Yes, teacher.

T. you can start.

S. He is the fastest runner in Ethiopia and all over the world. Foreign journalist or [long pause] who reports the sport game... [Pause] again...what we call...?

T. Commentators.

S. Yeah, commentators said that Haile is from another planet.

Scholars like Dornyei (1995) have discussed that any foreign language speaker who does not have enough words and expressions to express his/ her ideas can at least rely on non- verbal cues, like gestures. Some people may frequently move their hands or nod their heads as they speak. However, moving hands or nodding heads may not be claimed as expressing meaning. On the other hand, in situations where it is difficult to use words to express ideas, speakers can mime or use facial expressions to convey meaning.

In connection to the above statement, Students were asked to indicate the frequency at which they used facial expressions to express meanings when they failed to get a language item to express their ideas while they were speaking (Appendix A, item 15). 51.3% of the respondents replied that half of the respondents frequently (26.3%= always, 25%= usually) used gesture to express their ideas if they failed to use words and expressions. 22.5% of the population reported that they sometimes relied on gesture and 20% of them said they very rarely used facial expressions to describe their ideas if they failed to get the right words and expressions. The remaining 6.3% never used facial expressions.

The data in table 4, Asking for help and Gesture would enable one to deduce that most of the students needed their teachers or friends to help them by providing words and expressions as they spoke. Few students said that they use facial expressions to compensate for the missing words and expressions as they spoke.

During successive classroom observation, students were noticed employing certain compensation strategies such as gesture and pause like ... uh ... to fill gaps of knowledge while speaking.

Table 5: Frequency of use of Fillers and Time Gaining Strategies

	Response category					
Sub-strategies	**Always**	**Usually**	**Sometimes**	**Rarely**	**Never**	**Total**
P. Time Gaining	35	20	21	3	1	80
	43.8%	25%	26.3%	3.8%	1.3%	100%
Q. Fillers	11	27	17	23	2	80
	13.8%	33.8%	21.3%	28.8%	2.5%	100%

It is obvious that second language/ foreign language learner murmurs and repeats some words until he/ she gets the right words and expressions to express ideas while they are speaking. As a result, students were asked how often they used these strategies to sustain their communications as they spoke. The responses in table 5 sub strategy P, indicate that 68.8% of the respondents said they frequently (43.8%=always, 25%= usually) used time gaining strategies until they get the right language items to express their ideas. 26.3% sometimes used time gaining strategy and 3.8% of the respondents very rarely repeated words and murmuring till they get the appropriate expressions as they spoke in English. However, 1.3% of the respondents replied that they never used this strategy. Let see the extract below.

S. Haile is the fastest ru... n... runner in the Ethiopia and well he [pause].

T. Good. What else?

S. Mm ...and...He in fact... ru...run ten thousand meter marathon, half marathon.

In a similar way, item 17 was developed to obtain data on how often the subjects of the study used fillers to sustain their speech until they remembered and got the right word or expression. As indicated in table 5, 47.6% of the respondents replied that they frequently (13.8= always, 33.8%= usually) used fillers to sustain their speech. 21.8% of them sometimes used

fillers. 28.8% of the respondents also reported that they rarely use fillers. The remaining 2.5% of the respondents replied that they never use fillers.

It was also noticed during classroom observation that most students repeatedly used fillers in a sentence while they speak.

4.1.3 Communication Strategies Used by Students Compared by Mean Levels

Table 6: Communication strategies used by students compared by mean levels

No	Strategies	Mean ($\bar{x}$) scores	Level of frequency	Rank
1	Time gaining	4.0625	High	1
2	Asking for help	4.0375	High	2
3	Substitution	3.9500	High	3
4	Function avoidance	3.7875	High	4
5	Form avoidance	3.7500	High	5
6	Literal translation	3.6250	High	6
7	Description	3.6250	High	6
8	Gesture	3.4500	Medium	8
9	Fillers	3.2750	Medium	9
10	Generalization	3.1250	Medium	10
11	Exemplification	3.1125	Medium	11
12	Restructuring	2.9750	Medium	12
13	Code mixing	2.6375	Medium	13
14	Message abandonment	2.2500	Low	14
15	Language switching	2.1500	Low	15
16	Over generalization	1.500	Low	16
17	Word coinage	1.3125	Low	17

The Mean scores in table 6 show high, medium and low frequency use of communication strategies. The high mean value assumed to be found between high mean value ($\bar{x}$ =3.5- 5), medium mean value ($\bar{x}$ =2.49_3.49) and low mean value ($\bar{x}$ = 1.o -2.49). Therefore, Time gaining ($\bar{x}$ = 4.0625), Asking for help ($\bar{x}$ =4.0375), Substitution (x=3.9500), Function avoidance ($\bar{x}$ = 3.7875), Form avoidance ($\bar{x}$ =3.7500), Literal translation ($\bar{x}$ =3.6250) and Description (x= 3.6250) are the most commonly used strategies. In a similar fashion, Gesture ($\bar{x}$ =3.4500), Fillers ($\bar{x}$ =3.2750), Generalization ($\bar{x}$ = 3.1250), Exemplification ($\bar{x}$ =3.1125), Restructuring ($\bar{x}$ =2.9750) and Code mixing ($\bar{x}$ = 2.6375) are also employed by students in a medium rating scale. However, Message abandonment ($\bar{x}$ =2.2500), Language switching ($\bar{x}$ = 2.1500), Over generalization ($\bar{x}$ = 1.500) and Word coinage ($\bar{x}$ = 1.3125) are the least common among the strategies used by the subjects of this study.

It was also noticed during classroom observation that students used time gaining, asking for help, that is, directly or indirectly, and literal translation and to some extent description in high frequency over the other strategies. On the contrary, neither the Classroom observation nor the video-recorded data did reveal students use of word coinage strategy.

4.1.4 The Role of Most Commonly Used Strategies on Students' Communicative Skill.

One of the objectives of this study was to examine whether most commonly used strategies are most helpful or not to develop students' communicative skill. Hence, this part is devoted to present and discuss classroom observation and recorded data that are pertinent to examine the role of most commonly used strategies on students' communicative skill.

Thus, we can infer from the recorded data, as well as the classroom observation that most commonly used strategies are most helpful for students' communicative skill.

this, in this case students replied 'yes' what I mean is this. This gives an insight for the researcher students' use of substitution strategy. Nevertheless, video- recorded did not show the use of substitution.

In a similar fashion, function and form avoidance was the most frequently used strategy. Respondents replied they used most frequently form avoidance strategy. However, neither the classroom observation nor the video recorded data reveal students use form avoidance strategy. Due to this, determining the significance of this strategy was found to be difficult in students' communicative skill.

However, in case of function avoidance the recorded data as well as students' response in the questionnaire showed that students avoided language functions. For example, polite markers. Let see the extract again:

T. Any volunteer is going to present his report.

Ss. (No reaction).

T. Berlaw, would you present?

S. No I cannot.

T. Why not.

S. I do not know the difference between impromptu speech and extemporaneous speech.

Students can transfer what they want though they did not keep the social value of the language. This means that students were effective. The last most commonly used strategies were literal translation and description. The data obtained from questionnaire showed 56.3% of the respondents, frequently used this strategy. This was supported by classroom observation and video recorded data. Students literally translated the Amharic morpheme directly to English. See the extract below:

T. Any other difference?

S. Peoples [people] here kept their sheeps' [sheep] and goats at home.

This tends to imply that though students did not use the exact plural form of the words, this strategy helped them to communicate.

To conclude, Time gaining, asking for help, literal translation and function avoidance were helpful strategies on students' communicative skill. On the contrary, neither the classroom observation nor the video-recorded data show the role of form avoidance, substitution and description strategies on students' communicative skill.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This study was intended to investigate Debre Markos third year English majoring students utilization of communication strategies in oral production of English. In particular, it was designed to seek answers to following questions:

1. What communication strategies do EFL learners use in oral production English?
2. Which strategies are the most and the least commonly used by students?
3. Are most commonly used strategies most helpful or not on students' communicative skill?

To this end, the results of the study showed that students most frequently used time gaining, Asking for help, substitution, function and form avoidance, literal translation and description strategies. On the other hand, message abandonment, language switching, over generalization and word coinage are the least frequently used strategies.

Besides, time gaining, asking for help, literal translation and function avoidance were helpful strategies in students' communicative skill. Neither the classroom observation nor the video-recorded data show the role of form avoidance, substitution and description strategies on students' communicative skill.

5.2 Recommendations

Based on what has been stated so far, the following recommendations are made in order to achieve better results in employing communication strategies.

As indicated in the literature part of this paper, communication strategies play a pivotal role in foreign language learning. Identifying strategies that students use in learning a foreign language helps one to see how students process and manage how to learn. As indicated by scholars like Rubin (1987), good language learners use strategies that are specific to the activity they are engaged in. Therefore:

- Students should be introduced to various communication strategies in different activities. (For example, story retelling and describing events) in the classroom.
- From achievement strategies, students should be taught how to exploit more of their interlanguage in English so that they can try to speak in English rather diverting to L1.
- Moreover, students should also use most helpful and appropriate communication strategies to be effective in their communication skill and to become effective communicators.
- It would be helpful if curriculum developers become aware of the communication strategies students' use during communication and should try to include contents that enable students to develop their communication ability.
- Besides, it seems profitable if teachers prepare teaching materials that enables students to be effective in expressing their ideas in English by providing them with topics which are familiar to them.
- Teachers should also motivate learners to apply communication strategies as greater motivation relates to higher frequencies of strategy use.

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APPENDIX A

Students' Questionnaire

Addis Ababa University

Institute of Language Studies

Department of Teaching English as a Foreign Language

Graduate Studies Programme

A Questionnaire to be filled by students

Dear students:

This research is aimed at exploring the communication strategies used by students in solving communication breakdowns. Any response in this questionnaire is only used for the mentioned purpose. Therefore, you are kindly requested to answer each item honestly. Since this is not a test, there is no right or wrong answer. Thus, you are free to respond to each items based on your experience.

The following are communication strategies of second /foreign language learners can use to compensate their communication breakdowns. A five point Likert Scale is used with each strategy. Please show how often you use these strategies to express your idea in English if you realize that you cannot say something in English.

The questionnaire contains 17 questions. Every question has the following five options. Please, circle your responses to each question based on the key below.

Always=5 usually=4 sometimes =3 rarely=2 never= 1

You are kindly requested to respond to the following items after considering the above- mentioned five options.

Thank you for your cooperation!

No	*1. Communication strategies*	*Response Category*				
	1.1 Avoidance strategies					
1	If I cannot remember the exact word /expression to express my idea, I ignore it and use other expressions to continue speaking.	5	4	3	2	1
2	After I begin speaking about a certain topic in English, I stop talking if it is difficult to express.	5	4	3	2	1
3	If I do not know a word/ a phrase to express politeness, I leave it and express my idea.	5	4	3	2	1
	1.2 Achievement Strategies					
	1.2.1 Strategies from another Language					
1	If I cannot express my idea in English, I tend to use L1 (mother tongue).	5	4	3	2	1
2	If I do not know a word/ an expression in English, I say it in L1.	5	4	3	2	1
3	If I do not remember the correct structure of English, I translate word by word from my favorite language.	5	4	3	2	1
	1.2.2 Interlanguage Strategies					
1	If I cannot remember the name of something, I describe its characteristics. (E.g. its shape, size, and other features).	5	4	3	2	1
2	If I do not know the exact word to express my idea, I use another equivalent word.	5	4	3	2	1
3	I use examples If I do not remember general words. For example, 'Car' instead of saying the word 'transportation'.	5	4	3	2	1
4	If I cannot say something correctly, I express it in my own way of constructing a sentence.	5	4	3	2	1

5	If I do not call up on the specific words to express the intended ideas, I use more general words. For instance, 'clothe' to say 'sweater'.	5	4	3	2	1
6	I use the rules of English I already know to form another words. For instance, If I do not know the past form of an irregular verb, I use the rules for regular ones (-ed) and make its past form.	5	4	3	2	1
7	If I fail to get an expression, while I speak in English, I make up or coin new words or expression to communicate the desired ideas.	5	4	3	2	1
	1.2.3 Asking for help	5	4	3	2	1
8	I ask my teacher or classmates to tell me the right expressions when I do not seem to get the right ones.					
	1.2.4 Gesture	5	4	3	2	1
9	If I do not express something well in English, I tend to use my hands, facial expressions to indicate the meaning or I mimic its sounds.					
	1.2.5 Time gaining strategies	5	4	3	2	1
10	When I forget / fail to remember a word or an expression, I keep on repeating the previous word for some time until recall a word/ a form that may send the message across.					
	1.2.6 Fillers	5	4	3	2	1
11	In my speech, I use fillers when I cannot think of what to say. (E.g., I say mm... mm, well, now, let us see, uh, let me say...) to sustain my communication until I remember and get the right word or expression.					

Appendix B

CLASSROOM OBSREVATION CHECKLIST

This checklist is to be filled by a researcher when students use oral communication strategies in performing different activities.

No	Communication Strategies	Observed	Non observed	Remark
1	The student tries to express ideas, but gives up			
2	The student avoids difficult words or other language functions.			
3	The student resorts to Amharic language.			
4	The student translated words and expressions word by word from L1.			
5	The student uses description.			
6	The student uses equivalent words instead of the exact language items.			
7	The student gives examples.			
8	The student creates new words.			
9	The student restructures sentences.			
10	The student asks his or her teachers and their peers for cooperation.			
11	The student uses gestures/mimics sounds to compensate English problems.			
12	The student uses a general word.			
13	The student uses some words from the Amharic language.			
14	The student over generalizes rules.			
15	The student avoids words or sentences in an expression.			

Appendix C

Activity 1

Extemporaneous speech

1. Assume that you are going to Addis Ababa by bus. In the bus, there is no one whom you know and going such a long distance. However, keeping silent is somewhat boring. Thus, Initiate a small talk about campus life, soaring food commodity prices and finally say goodbye as you reach your destination.

2. Suppose that your friend has missed classes for a month due to unforeseen circumstances. Worried about the issue, you tried a lot to talk to him/her on the phone but you could not reach him as the mobile phone was switched off. When he/she came back, he/she told you that he cut classes due to his father's death. Open a conversation and ask him/her about the cause of the incidence, the attempts you made to call him and console him/her in the way that is acceptable in his/her culture (verbal consolation).

Activity 2

Impromptu speech

1. My plan next year
2. My family
3. Our cafe
4. Nelson Mandela
5. The course I hate and like most.
6. Julian Asange
7. The effect of drug on education
8. Unique features of the society I came
9. Muammar al- Gadafi (if I were...)

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of information used for the thesis have been duly acknowledged.

Name: Tibebu Anteneh

Sign: 

Date of Submission: May 11, 2011

Place: Faculty of Language Studies

Addis Ababa University