

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 08 Mai 1945 Guelma

جامعة 08 ماي 1945

Faculty of Letters and Languages

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Department of Letters and English Language

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The Use of Communication Strategies in EFL Speaking Classes.

Third Year Students' Perspectives, department of English, Guelma University.

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for Master Degree in Language and Culture.

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08 Mai 1945 University-Guelma

September 2020-2021

Dedication

I thank God the almighty for giving me the strength and determination to complete this work.

I dedicate this work to:

All of my family,

especially, my beloved mother Souria and my dear father Lakhder, who helped me to realize

my dream.

All my friends, I wish for them all the best

Riheb

Dedication

Praise and thanks go to Allah almighty for completing this work.

I dedicate this work to:

All my family members,

especially, my parents for their hard work, encouragement, and patience in order to achieve

my goal.

My beloved brothers Zakarya, Abdrahmane , and my sister Lynda.

All my friends who stood by my side and supported me.

Selma

ACKNOWLEDGMENTS

To begin, we would like to express our gratitude to our supervisor Mrs. Imane TABOUCHE for guidance and patience while conducting this research. We really appreciate her thoughtful remarks, insightful observations, and helpful suggestions.

All thanks and appreciation go to the jury members Mrs Kawther HIMOURA, and Mrs Hosna HENAINIA for their precious time to read and evaluate this work.

We also want to thank third year students who contributed in completion of this work.

Abstract

The current work aims at investigating students' attitudes towards the use of communication strategies at the department of English at Guelma University. Students in that department still face some difficulties when it comes to producing a fluent conversation and conveying the intended message appropriately. This fact can ultimately lead to comprehension and communication problems between interlocutors. In order to confirm or reject the hypotheses of the present work, a descriptive quantitative qualitative method has been used. That is, a questionnaire was distributed to third year students who enrolled the academic year 2020/2021. The analysis of the results from the questionnaire proves students' awareness and their positive attitude toward the use of communication strategies. Finally, it is recommended to consider the communication strategies in the speaking classes to improve students' speaking and their communication skills in particular.

List of Abbreviation

CSs: Communication Strategies.

EFL: English as a Foreign Language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

LMD: License Master Doctorate.

Q: Question.

%: Percentage.

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General Introduction

In today's world, English is one of the most widely used languages for intercultural and international communication. The importance of learning English motivated people to demonstrate the need to acquire it for several reasons. But learning is difficult, because mastering any language required mastering its skills, and Speaking is one of those skills, and it is considered as a vital ability in the interaction process.

1. Statement of the Problem

EFL learners usually have difficulty in speaking, and this problem can be attributed to the fact that, EFL students in the Department of English at the University of Guelma are required to present lessons and investigations within a certain framework. Speaking in such cases is considered an essential matter that required its development using the appropriate strategies that each student needs to demonstrate his/her ability to speak.

Moreover, using communication strategies correctly strengthens students' abilities and motivated them to improve their speaking skills in the classroom.

2. Aims of the Study

This research aims at exploring students' attitude toward the use of communication strategies. It tries to stress the importance of this sort of strategies in improving speaking and facilitating the process of communicating with others. It also attempts to examine how students use the different types of communication strategies and how these latter work in EFL speaking classes.

3. The Research Questions

The main questions raised in this study are:

1- What is EFL students' attitude towards the use of communication strategies?

2- To what extent can communication strategies help students to overcome communication barriers?

3- To what extent can communication strategies improve students' speaking proficiency?

4. Research Hypotheses

Based on the previous questions, the following hypothesis is formulated:

EFL students have a positive attitude towards the use of communication strategies.

5. Data Gathering Tools

Since the chief aim of the present study is to explore students' attitude toward the use of communication strategies in EFL speaking classes, the suitable method in this case is the descriptive quantitative qualitative method. That is, a questionnaire that was administered to students has been selected as a tool to gather the necessary data, and which helped in answering the research questions and conforming or rejecting the hypothesis.

5.1 Population and Sample of the Study

The population chosen for this research consists of third year students at the department of letters and English language at 8 mai 1945, Guelma university. However, 100 students that constituted the sample, participated in the current study. We have selected third year students as a sample, because we assumed that they reached a certain level of speaking proficiency that enables them to build a conversation and communicate with others.

6. Structure of Dissertation

This research is composed of two parts, the first part is theoretical background of the research, including of two chapters. Each chapter tackles a various variables of the study.

The first chapter is theoretical overview of speaking skill, including its different definitions, its components, tasks of practicing speaking skill, types of classroom speaking performance, and its characteristics. Furthermore, it discussed the function of the speaking

skill, the factors affecting speaking performance, student's speaking problems, and the importance of speaking skill.

The second chapter is about communication strategies. It tackles various definitions of communication, as well as strategy, and communication strategies, and different approaches of communication strategies. Moreover, the teaching of communication strategies, the types, and the factors of using communication strategies have been dealt with.

The second part is concerned with the practical part that deals with the research method and tool, in addition to the description and analysis of the results. Moreover, it provided some recommendations as well as limitations of the current study.

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CHAPTER ONE: SPEAKING SKILL

Introduction

Reading, writing, listening, and speaking are the four basic language skills. It is the mechanism through which students can communicate with others in order to attain specific objectives or to convey their thoughts, intentions, hopes, and points of view.

This chapter tackles the speaking ability in EFL content. It gives an overview of the speaking skill including its different definitions, its components, types of speaking performance, and its characteristics. In addition, the functions of speaking, the factors affecting speaking performance, problems related to speaking, and finally the importance of speaking have been dealt with.

1-1 Definitions of the Speaking Skill

Speaking skill is an interactive process of constructing meaning that cover producing and processing information. It is a communicative ability of using language to speak and transmit messages in different situations. In fact, speaking can be considered a primary ability that must be learned by English as a foreign language (EFL) students.

Many academics in the field of language education and learning have diverse definitions for speaking ability. According to the Oxford Advanced Dictionary (1990, p 58)“Speaking is to express or transmit opinions, sentiments, ideas, etc. through or as talking”. It signifies that speaking is a form of communication through which a person can convey his or her ideas, emotions, and feelings. ‘A skill by which they (people) are judged while first impressions are being formed (Hedge, 2000, p. 261).

According to Cole et al (1993, p.12) “Speaking ability is a crucial component of a collaborative and interactive process; it is a kind of communication. We have the right to

finish each other's sentences, interrupt, disagree with, or add to what has been said.” That is to say, People made a lot of comments and exchanged ideas through oral speech, which helps them engage and integrate in society. “Speaking is one of two productive meanings through the employment of verbal or oral form” Gebhard (1996, p.169).Speaking is defines by Ladouse in (Nunan, 1991) as the ability to communicate oneself in a circumstance, or the ability to report acts, or situations in precise terms, or the ability to discourse or articulate a succession of ideas fluently. Furthermore, Palmer and Cooper states that "the vast majority of our communication competence is oral", implying that oral ability is vital in communication. Bygate (1978) states that “Speech is the vehicle par excellence of social solidarity, social standing, professional advocacy, and business”(p.vii). In the same view, (hedge,2000, p.261) claims that “ People perceive a person's knowledge of a language based on how fluent they are”.

1.2 Component of Speaking

Speaking is a very important skill that request the mastery of its components. Learners need to master the language to be able to communicate with others. According to Harris (1974) ,there are five components of the speaking ability which are concern with : comprehension , grammar , vocabulary , pronunciation , and fluency .

1.2.1 Comprehension

Comprehension is one’s ability to understand a different stretches of discourse. It indicates that both the speaker and the listener should understand the intended meaning when speaking something to avoid misunderstanding. In the same view, (Cohen,2005 , p.51) states that comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks .

1.2.2 Grammar

Grammar is the structure and system of a language. In other words, it is the ability to use sentences in both general and structural use. Using grammar correctly helps the listener to know the audience, the speaker, where the action happens etc. According to Greenbaum & Nelson (2002,p.1), “grammar is the set of rules that allows us to combine words in our language into large units”. It means that grammar is the basis form that each learner needs to form a meaningful structure in both spoken and written utterances.

1.2.3 Vocabulary

Students cannot communicate or express their ideas and thoughts, if they do not have sufficient vocabulary because without vocabulary structure and function cannot be conveyed . So according to this explanation, (Hornby, 1987) states that vocabulary is the total number of words that establish the language , vocabulary plays an important role in speaking and without mastering it sufficiently learners will not be able to speak English . (Nunan , 1991) indicates that the acquisition of an adequate vocabulary is essential for successful second language use .

1.2.4 Pronunciation

According to(Richard , 1992) “pronunciation is the way a certain sound is produced” . that is to say, learners must pronounce the words clearly to ensure that the listeners receive the correct information , and things like these occur especially with word that contain the same pronunciation and different meaning and spelling , for example : the verb ‘buy’ and the preposition ‘by’ .In oral production , the term pronunciation refers to the way in which the speaker pronounces the words (Harmer ,2001).

1.2.5 Fluency

Fluency is the ability to write a language easily , well , and quickly without experiencing any difficulties .(Hornby , 1974) states that fluency is the ability to speak or write a language or perform an action smoothly while speaking . a person needs to speak fluently to make sure the information that reaches the listeners is understandable .

Longman in Pernanda (2009) states that fluency is the quality or condition of being fluent. It means that there are special signs that show a person speaks fluently like « ums », « ers », and so on.

1.3Tasks of Practicing Speaking Skill

Teachers agree that the classroom is a place to improve student's speaking skill by practicing speaking activities .In real situation , teachers place great emphasis on encouraging learners to overcome obstacles that prevent them from practicing language easily , fluently , and accurately .

Harmer (2001, pp. 271-275) describes a series of activities that may be done in the classroom. These actions are outlines below:

1.3.1 Acting from the Script

Harmer (2001, p.271) confirms that “by giving student's practice in these things before they give their finale performances, we ensure that acting out is both learning and language producing activity’ .Teachers confirm that students should move through appropriate stress, intonation and speed when performing in front of their colleagues.

1.3.2 Communication Games

The use of games during group activities in teaching provides the opportunity for student's to communicate a lot through discussion and asking several questions.

1.3.3. Discussions

Thornbury (2005,p. 120) agrees that 'many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because a topic or text in the course book triggers some debates'. It means that during the discussion, students' face several difficulties such as shyness or knowing the answer and avoiding participation in front of their colleagues. In order to enhance the students' self- confidence, teachers resort to use group activities to motivate them to discuss.

1.3.4 Prepared Talks

During this activity , teachers give their students a certain amount of time to prepare their presentation in front of their colleagues and each student must respect the given time to finish his/her research.

1.3.5 Questionnaire

This activity is about putting several questions that contain a set of various answers. Students are required to answer them to express their opinions and thoughts and ideas.

1.3.6 Role Play

Harmer (1998) points out that « role play is more than just-play-acting: it offers chances for researchers and engagement that some other activities fail to give » (p. 94). It means that role play is one of the most important activities for the students, as it is not only an

embodiment of rules , also it provides an opportunity for learners to perform as in real life. Which helps them develop their imagination.

Doff (1988, p. 240) states that role play provides an opportunity to use language in new situations and for new subjects. That is to say, this activity helps students to perform natural tones and phrases in each new situation and role.

1.3.7 Simulation

Scrivener (2005) propose that « simulation is really a large –scale role-play » (p. 159). In other words, simulation requires creativity from the students as well as focus on performance. The student considers that the study of simulation is the real environment for the performance of his activity. Unlike role play, simulation contains all the elements of the situation the students imitates .

1.4 Types of Classroom Speaking Performance

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. According to Brown (2001, pp.271-274), there are six types of classroom speaking performance as follows :

1.4.1 Imitative

This type of imitation is done to focus on a specific aspect of language form rather than to engage in meaningful dialogue.

1.4.2 Intensive

Intensive speaking is a part of pair work exercise or self-imitated in which learners “go over” phonological or grammatical feature of language.

1.4.3 Responsive

In the classroom, a lot of student speech is reactive quick responses to teacher or student-initiated inquiries or comments. These responses are usually sufficient and do not turn into dialogues.

1.4.4 Transactional

Transactional language is an extended type of responsive language dialogue that is used to convey or exchange specific information. For example: students may have a more negative feel to them than responsive speech.

1.4.5 Interpersonal (dialogue)

Conversation is more about preserving social relationship than it is about passing on facts and information.

1.4.6 Extensive (monologue)

Finally , learners in the intermediate to advanced levels are asked to deliver extended monologues in the form of oral reports , summaries or possibly a brief speech , the register is more formal and thoughtful in this case.

1.5 Characteristics of the Speaking Skill

Speaking skill varies from one person to another, and for being an effective and successful communicator, language learners should use the main characteristics of speaking skill which are fluency and accuracy.

1.5.1 Fluency

According to Hedge (2000, p. 54), “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate”. That is to say, fluency is the ability to speak without hesitation or pause, so that the units of speech are proportional and continuous with each other .Furthermore, According to Richards (2006), fluency is "a natural language use occurring when speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his/her communicative competence“.

1.5.2 Accuracy

Accuracy refers to how learners use the language system, including their use of grammar, pronunciation and vocabulary. This ideas supported by Hedge (2000, p 61), who states that “the communicative approach somehow excuses teachers and learners from consideration of how to develop high level of accuracy in the use of grammar, pronunciation and vocabulary”. Another definition of accuracy declares by Byrne (1988) who defines accuracy as “the use of correct forms which do not contain errors that may effect other features of language such as: phonology, syntax”. However, (Richards ,1992) defines accuracy as “the ability of producing grammatically correct sentences” , which means that the students’ knowledge of the grammatical rules of the language alone is not enough , but he /she must be aware of the accuracy and clarity while speaking .

1.5.3 Fluency and Accuracy

« Fluency and accuracy are concepts which mean the ability to produce comprehend utterances smoothly, rapidly and accurately »(segalowitz 2003, p.384) . That is to say, fluency in speaking is achieved by communicating smoothly and balanced manner, so that the speaker uses more appropriate phrases to deliver information to the listeners. This is what

communicative competence aims to .from this concept ,both fluency and accuracy are closely related.

1.6 Function of the Speaking Skill

Many second and foreign language learners place a high importance on their ability to speak English. According to Brown and Yule, there are three functions of speaking (after Jones 1996 and Burns 1998), which represents as follows: Talk as interaction , Talk as transaction , Talk as performance .Each of these speech tasks differs in terms of form and purpose, necessitating different training methods.

1.6.1 Talk as Interaction

Our daily communication can be defines as an interactive conversation that occurs automatically to deliver messages to one or more persons. As a result, pupils must communicate with others using their speaking skills. This function's primary goal is to facilitate social interactions.

1.6.2 Talk as Transaction

The focus of this style of spoken language is on the message that the speaker must deliver to the listener, and making the message intelligible, more accurate, and clear for the listeners.

1.6.3 Talk as Performance

In a discussion as a performance, the focus is on monologue rather than dialog. Speeches, public talks, public announcements, and narrating a story are all examples of speaking as a performance.

1.7 Factors Influencing Speaking Proficiency

Among the things that teachers always seek to know in order to help student's to overcome language difficulties to know the factors that affect students while speaking. The students may be affected by performance conditions represented by time, pressure, fear of the level of performance .In addition to the influencing factors such as motivation, confidence and anxiety during performance.

1.7.1 Performance Condition

According to what was presented by Nation and Newton (2009), performance conditions can influence speaking performance, which consists of four conditions, namely Time pressure, planning, the standard of performance. This means that the speaking performance of each students is carried out through a variety of circumstances.

1.7.2 Affective Factors

The learner's emotive side is arguably one of the most important impacts on language acquisition success or failure (Oxford, 1990). According to Krashen (1982), a range of affective variables have been confirmed to be associated to success in second language acquisition in research over the last decade, but the majority of those studies focuses on the three categories: motivation, scholastic achievement, and social achievement.

1.7.3 Listening Ability

We can't improve our speaking abilities unless we improve our listening abilities (Doff, 1998). To have an effective conversation, students must grasp what is being stated to them. Shumin (1997) agrees with Doff (1998), claiming that when one person speaks, the other replies by attending through the listening process. Every speaker, in fact, serves as both a listener and a speaker. As a result, if one does not understand what is being said, one will be unable to answer. It indicates that listening and speaking are inextricably linked.

1.7.4 Topical Knowledge

Bachman and Palmer (1996) describes topical knowledge as knowledge structures in long-term memory. In other words, topical knowledge refers to the speakers' understanding of current events. Learners can use language with relation to the world in which they live thanks to the information provided by topical knowledge. According to Bachman and Palmer (1996), Certain test tasks may be easier for people who have relevant topical knowledge and harder for those who do not. In other words, topical knowledge has an impact on speaking performance.

1.7.5 Feedback during speaking activities

The majority of students want and expect their teachers to provide them with feedback on their work. However, not all speech production should be treated the same. According to Harmer (1991), teachers' decisions regarding how to respond to students' performance are influenced by the stages of the lesson, the activities, the sorts of mistakes committed, and other factors. The conversational flow as well as the aim of the speaking exercise will be ruined if teachers correct anytime there is a fault (Harmer, 1991). If pupils are often corrected, they may become demotivated and fearful of speaking up. (Baker & Westrup, 2003) argues that teachers should constantly correct students' faults in a friendly and encouraging manner.

1.7.6 Student's Speaking Problems

For UR (1996) four main problems can be faced by students in speaking activities, which are: inhibition, nothing to say, low uneven participation, mother tongue use.

A- Inhibition

Among the serious problems that students can face while speaking is inhibition. When they try to say something in foreign languages in classes, they feel afraid and anxious about making mistakes or how listeners will react. Wood (2007) asserts that “a foreign language classroom can create inhibition and anxiety easily.”

B- Nothing to Say

Learners sometimes find themselves unable to think of something to say, they have no motivation to express themselves. River (1968) believes that ‘the learners have nothing to express maybe because the teacher has chosen a topic which is not suitable for him or about he knows very little .’ It is difficult for many students to respond when the teacher asked them to say something in a foreign language because they might have some ideas about what to say, which vocabulary to use, or how to use grammar correctly (Baker and Westrup. 2003).

C- Low Uneven Participation

Each student in the classroom has a very limited time to talk, so that the rest of the learners can express their opinions and thoughts and listen to each other every time. Some learners tend to control their time in speaking, which leads to losing someone’s opportunity to speak, and others who speak only a few words or none at all.

D- Mother Tongue

When learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) suggested some reasons why students use mother-tongue in class. First, when students are asked to have a discussion about a certain topic that they are incapable of, they will use their own language if they want to say something related to the subject. Second, the use of the mother-tongue is a natural thing to do, I.e using the first language to explain

something if there is no encouragement from the teachers . So the language of the students is very important to them, as it is the only recourse in case of any difficulties.

1.8 Importance of Speaking Skill

In our current world, communication is an important element in all fields, and without the use of a language, people are unable to communicate effectively.

Among of the four key language skills, speaking is the most necessary for learning a foreign or second language. Where students are judged in real life situations by speaking skill, as result we note the modern world demands the need to develop the communication skills of learners, and English teachers have to teach the English learners the necessary skills in order improve their speaking ability and perform well in real life. As we all know, oral skill is ignored in the current teaching environment of the English language, while great emphasis has been placed on reading and writing skills, and after releasing the importance of oral communication. More focus is being placed on improving learners speaking abilities in order to succeed in their studies and achieve in various fields.

According to Bueno, McLaren (2006, 321), ‘Speaking is one of the most difficult skill language learners have to face’. This means that even the learners for so many years meet difficulty in speaking, and one of the reasons to overcome it, is to understand the importance of speaking skill and try to acquire it. In addition to, speaking skill is necessary for all learners to improve their confidence, give speeches and practice in competitions.

Conclusion

As conclusion , throughout this chapter we sought to discuss speaking skill , starting with some definitions taken from dictionaries , and by different researchers , dealt with some activities of speaking skill , then we introduce the characteristics of speaking and its types

,next we speak about the component of speaking skill .Moreover, we offer some futures , moving later to the factors affecting speaking performance , and the importance of speaking skill . finally, the teachers' responsibility is to try to overcome the difficulties that the students facing while speaking . As result, we discover that the goal of EFL students is to communicate smoothly.

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CHAPTER TWO: COMMUNICATION STRATEGIES

Introduction

Communication plays an important role in social life and it considers as the conversational tool that individuals use to express their ideas and protect their position in society. According to studies that were and carried out by various researchers about communication strategies, they found that these strategies are a tight planning before sharing information to avoid language difficulties in the communication process. Communication strategies have helped foreign language learners to overcome all the difficulties that may prevent them from expressing their ideas and opinions or even from presenting a sophisticated style of speaking a foreign language.

Students resorts to this method to continue the communication process, and to gain confidence in speaking and increase their fluency, so they can appear interested in communication and develop a sense of independence. The major objectives of this chapter is to determine the use of communication strategies in EFL classes. It tackles various definitions of communication as well as strategy, communication strategies and different perspectives of communication strategies. Furthermore, the teaching of communication strategies, also the types of communication strategies used by learners. By the end, the factors of using the communication strategies which help the learners to overcome their difficulties in learning the foreign language.

2-2 Definition of Communication

The act of transferring information and messages from one area to another, as well as from one person to another, is refers to as communication. The oxford Advanced learner's Dictionary of current English (2004) defines communication as "The activity or process of expressing ideas and feelings or giving people information". In other words, communication

is the process of conveying thoughts and sentiments, as well as providing information to others.

In simple terms, communication is the art and skill of effectively utilizing words to convey information or ideas to another nearby or far away, either face to face through speech telephone conversations or text messages, body language gestures and so on. According to the experts, Griffin & Patter (1976) argues that communication is the interchange of ideas and interaction among group members. In addition to, Fred (2010) identifies communication as “The process of transmitting information and common understanding from one person to another”. This means that, it is a process of sharing knowledge and common comprehension between people.

2.2 Definition of strategy

A strategy is a set of actions intended a long term or broad goal. According to Mintzberg(1994, p.23-27) has argues that people use “strategy” in several different ways” strategy is a plan, a means of getting from here to there, and it also a pattern in actions over time, for example a company that regularly markets very expensive products is using plan that outlines how to get from point to point and it is pattern to the activities of people throughout time. Mintzberg(1994) also adds that strategy is position in which refers to company’s decisions to self specific products or services in specific markets and it is perspectives which about all what is tendency and news. Whereas, Steiner (1979) points that strategy refers to the measures that must be taken in order to achieve these goals. However, Previously said that many definitions of strategy exist. As result, we conclude that obtaining a single meaning is difficult to attain, Drucker (1954) indicates that strategy refers to the process of examining the current situation and making changes as needed, it also includes determining what one’s resources are or should be .

2-3 Definition of Communication Strategies

Several scholars, including Tarone (1981) had argues that “Communication strategies is defines as two persons attempt to agree on a meaning in the target language”. In other words using communication strategies aids the speaker in conveying learner’s information in a healthy and effective manner. Additionally, most students rely on these standards to facilitate communication in the event of the lack of knowledge. According to Dornyei(1995), defines communication strategies as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty” , this means that when a speaker is presented with a problem, he or she directly use a systematic strategy in order to explain their point to the other part. Tarone, Cohen, and Oumas (1983) also regards that a problem solving strategy used by a learner in target language (TL) context. Which means that the learners used communication strategies as a way to solve problems in the target language. They added that when expressing decoding the meaning of their intended utterances, learners displays a tendency to use communication strategies to compensate for their lack of suitable target language knowledge. What means that learners tend to use communication strategies when they have difficulty in knowing the target language, and while giving the appropriate idea to express the phrases to be encoded. Furthermore, Boxer and Cohen (2004) defines communication strategies as “A systematic attempt by speakers or learners to deliver the exact meaning that is not proportionate with the rules of the target language. Moreover, the definition of communication strategies are being debated by Tarone (1977, p.195), “Communication techniques used to overcome the crises that happens when language structures are insufficient to represent the individual’s thoughts”. In other words, to overcome crises that exist while lacking linguistic structures in the target language, the speaker uses conscious communication strategies to express his ideas. Faerch& and Kasper(1983, p.36), indicates that “Communication strategies are potentially conscious plans for solving what an

individual's presents itself as a problem in reaching a particular communicative goal", which means a progress report on inter language conscious communication strategies are potentially plans for resolving an issue that an individual perceives it as preventing them achieving a specific communication objective. However, Dorney and Scott (1997) have described communication strategies in applied linguistics as" There is no commonly agreed definition of CSs hence there are multiple competing taxonomies of CSs, containing various linguistic devices ranging from paraphrase to field pauses, from code-switching to interactional meaning –negotiation processes (such as explanation requests), it means that learners utilize communication skills to overcome speaking difficulties in order to convey their intended messages, paraphrasing, replacing, coining new terms and speaking for classification are all possible strategies that can be used by the speaker.

2.4 Different Approaches of communication strategies

According to Foster-Cohen (2004), there are two orientations in CS research: interactional and psycholinguistic. CSs serve an interactional function in the first case. This viewpoint is introduced by Tarone (1980), who sees CSs as tools for mutual engagement between a speaker and a listener in real-life settings. He says that when there is a general lack of shared meanings in their contact with native English speakers, language learners strive to develop a CS.

Canale (1983, p.12) advocates two categories of CSs to support Thronen's interactional view "strategies to compensate for disruption in communication difficulties caused by speakers' inadequacies target language knowledge, and strategies to improve the effectiveness of communication with interlocutors". The focus in the interactional approach, according to Nakatani and Goh (2007), is not just on the language realization of CSs, but also on their function as part of the larger discourse.

CSs are seen as evidence of underlying mental processes in the psycholinguistic perspective (cf. Bialystok 1990, Poulisse et al. 1990, and Kellerman 1991). The speaker, or more precisely, the issues the speaker encounters in speech reception, planning, and delivery, is the focus of this perspective. Communication strategies are also defined by Fraech and Kasper (1983) as "possibly conscious plans for fixing what appears to an individual as a challenge in achieving a particular communicative objective." As a result, instead of focusing on the mutual involvement of various people in communication exchanges, these researchers focus on CSs like "appealing for assistance," which respond to interaction issues (Cha, 2007).

Bialystok (1990, p. 17) analyzes CSs from the standpoint of language processing, which emphasizes the development of two language components: linguistic knowledge analysis and linguistic processing control. The former is defined as 'the process of structuring mental representations of language that are organized at the level of meanings knowledge of the word into explicit representations of structure that are organized at the level of symbols' (ibid, p.118). The latter is defined as "the ability to direct attention to important and appropriate information while simultaneously integrating these forms" (ibid, p.125). As a result, communication strategies from the psycholinguistic perspective are linked to the employment of techniques to overcome lexical knowledge limits. Many psycholinguistic oriented scholars (Poulisse, Bongaerts, and Kellerman) have reduced the definition of CSs to only lexical-compensatory techniques (Poulisse, 1990).

The current study will employ both interactional and psycholinguistic perspectives on CSs. In other words, surveying both intentional and lexical compensatory methods will be included in the CS training in this study.

2-5 Types of Communication Strategies

Many authors disagree regarding the many sorts of communication strategies, and each of them expresses them in his or her unique way. Firstly, Dornyei and Scott (1997, pp177-

180) divides communication styles into three groups: Direct Strategies(Throughout the communication process, the speaker faces a number of challenges, which he overcomes by employing a variety of strategies to help him grasp the entire meaning, such as paraphrasing or switching to the mother tongue),Indirect Strategies(The speaker must use the required conditions that enable both parties to mutual understanding in order to obtain time to communicate in an open field in this type of strategy.) , and International Strategies(Speakers assist one another in reaching an agreed-upon understanding during the communication process, for as by asking the listener to explain an unclear concept).

Second, Tarone(1980) divides communication strategies into three groups: avoidance strategies(During communication, the speaker employs this method to avoid topics or messages that are difficult to understand),Paraphrasing (Approximation, word coinage, and circumlocution are examples of paraphrasing tactics used by a speaker to compensate for linguistic insufficiencies.), and Transforming (This approach relies on miming, language switching, and pleading for help).

Thirdly , Putri (2013, pp. 130-131), and Bialystok (1990) develops a taxonomy of Communication methods from Varadi (1973), Tarone (1977), and Faerch and Kasper (1983), dividing it into three types: Avoidance and Reduction Strategies (The speaker avoids a topic or leaves an incomplete message due to linguistic limitations), Achievement Compensatory Strategies(Approximation, paraphrase, circumlocution, request for assistance, and other tactics are used to compensate for a lack of language expertise), and Time Gaining Strategies (In order to recollect the linguistic system, time is gained by using fillers or hesitation devices in the formation of speech).

Finally, Willems (1987, p.352) divides communication methods into two categories: positive (achievement/compensatory strategies) and negative (reduction strategies), they may

be in the speaker's mother tongue or in a foreign language in which the speaker has (some or complete) command, they may include an implicit or explicit request for assistance, and they may be nonverbal (paralinguistic strategies). It is not always possible to identify them clearly.

Communication techniques can be classified into the following categories, based on the above-mentioned discussions and other studies:

2.4.1 Paraphrasing Strategies

When a speaker lacks linguistic understanding, he or she will have difficulty expressing himself or formulating speech correctly. As a result, employing these tactics assists the student in expressing the concept in his or her own words. Approximation, circumlocution, and more terms come to mind.

2.4.2 Avoidance Strategies

These methods apply to avoiding topics that contain concepts or phrases that he or she cannot understand and hence cannot manage communication because of his linguistic inadequacy. For instance, abandoning a communication because he has difficulty understanding language structures is an example of this, avoidance of the subject.

2.4.3 Switching into native language:

When two speakers have the same mother tongue, they tend to use it more in their discussion, making it difficult for them to express themselves in the target language.

2.4.4 Seeking help or asking for clarification:

It is a strategy in which the speaker, feeling unable to deliver his message due to his limited language expertise, asks the listener for assistance and inquires about particular meanings he lacks in order to communicate his notion.

2.4.5 Nonverbal strategies:

This method is one of the most reliable ways of communicating during the communication process, and we find that most speakers use non-verbal cues when they have trouble conveying meaning. Body language, facial expression, and acting are all examples of nonverbal communication. When conversing vocally, these nonverbal signs are quite effective at conveying meanings.

2.4.6 Time fillers:

It is a technique that allows the speaker to acquire time and regain information in order to maintain communication continuity. The speaker can fill the communication gap with a variety of strategies, such as "well, I mean," "I want to say," "actually," and so on.

2.5 Teaching Communication Strategies

The value of teaching communication strategies to non-native English speakers is debatable. According to Yule and Tarone (1997) there are two opposing points of view as well as the "Benefits" and "Disadvantages". According to Hinkel (2005) communication strategies should be taught to language learners, according to large number of researchers (The Pro) , (Rost& and Ross 1991; Dorneyei ,1995 ,Macro,1997 , Yule and Tarone,1997 , Russel and Locky,1998 ,Dewael, 2005 , Nakataniu, 2005 , Lam, 2005 , and Alibakhshi, 2011). However, there are just a few empirical studies that look into the advantages of teaching L2/FL students how to employ oral communication strategies (cf. Maleki, 2007).

In the investigation of Nakatani (2005) and Lam (2005), learners who receives instructional feedback improves their strategic competency more than those who did not. In their research, Russel and Loschky (1998) found that EFL Japanese students were more likely to employ non-linguistic or L1 techniques, leading researchers to believe that communication

strategies training could help them. Furthermore, Ellis (2003) argues that exposure to CSs can help learners improve their ability to use language in real-world settings like, Yule and Tarone (1997) proposes that language learners be taught CS, stating that “improvement in efficient communication strategies use can be achieved through training”.

Other scholars, dubbed “the Cons” on the hand, believe that Bialystok (1990), Kallerman (1991) and Grenfell and Harris (1999), for example, oppose teaching CSs to language learners. According to these studies, learners typically gain strategic competency in their own language, which they can later transfer to usage of a second or foreign language. Kelleman (1991) argues that it is unnecessary to teach CSs to L2/FL learners because they can automatically transfer their L1 knowledge to the target language TL. So far, researchers that oppose the teaching of CSs do not base their views on actual evidence, according to a survey of literature. However, as can be seen, there is inadequate evidence for or against CS education. Much of disagreement appears to be based on personal preferences in place of empirical research. This gap inspired the researcher to conduct quantitative and qualitative analyses of empirical data. In order to respond to the following research question: is it possible to properly teach communication strategies to students, it means , does explicit instruction in a certain CS lead to increasing use of that CS by learners?. Review of Dornyei’s (1995) paper suggests this research question.

2.6 The Factors of Using Communication Strategies

There are five factors that affect students in using the type of communication strategies represented in performance conditions, related to the affective ones, listening ability, topical knowledge, and Feedback during speaking activities. However, the effect of these factors differ from one student to another.

2.6.1 Performance Conditions

Learners carried out speaking activity under different conditions. Performance conditions impacts speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009). Which mean that Students may suffer from pressures in the classroom due to overcrowding and chaos, especially if the class was held in the evening. According to Dornyei(1995), “This strategy was a learner used filling words to fill pause and to gain time to think”. Therefore, the student seeks to use one of the types of communication, which is hesitation, because their thinking about the words was less focused during the performance.

2.6.2 Related to the Effective Ones

According to Oxford (1990), one of the most essential components in learning a language is pupils' emotive side. Krashen (1982) declares that several affective variables have been linked to second language learning, with motivation, self-confidence, and anxiety being the three main types studied by many researchers. Furthermore, according to Brown and Fauziati (2011), motivation is classified into two types: intrinsic and extrinsic motivation. Intrinsically driven acts designs to produce 18 specific internally satisfying outcomes, such as a sense of competence and self-determination. When pupils are unable to speak in front of the class, they rely on literal translation and nonverbal techniques to complete speaking activities. This form of communication strategy is employed to achieve the finest possible speaking outcome. However, Students may become apprehensive or uncomfortable during the performance owing to a lack of expertise, causing them to ignore the issue or leave the message because they are hesitant to continue the dialogue due to linguistic barriers.

2.6.3 Listening Ability

According to Doff (1998), learners cannot increase their speaking skill until they enhance their listening capacity. It indicates that in order to have an effective discussion, students must

understand what is being said to them. Furthermore, speakers have to be both listeners and speakers at the same time. Students cannot respond if they do not understand what has been spoken to them. In summary, speaking and listening are inextricably linked.

2.6.4 Topical Knowledge

The knowledge structures in long-term memory characterizes as topical knowledge by Bachman and Palmer (1996). Topical knowledge defines as the speaker's understanding of relevant subject material, in which it allows pupils to use the language in a manner that is respectful of the environment in which they live. According to Bachman and Palmer (1996), Topical knowledge has a significant impact on a learner's speaking performance. This suggests that the student's choice of communication strategies was influenced by their topical understanding. Some students did not know enough about the language to pronounce specific phrases, so they communicated with their peers through code switching, or approximation.

2.6.5 The Feedback during Speaking Activities

During a speaking performance, students expected their teachers to provide them with the necessary comments so that they might achieve greater achievements. According to Harmer (1990) the judgments that instructors made about their students' performance were based on the stages of the course, the tasks, and the types of mistakes they made, he also adds that: 'If teachers explicitly fixed their students' mistakes, the flow of the discussion and the goal of the speaking task would be ruined. Baker and Westrup (2003) agrees with the above assertion, claiming that if students are constantly corrected, they will become demotivated and fearful of speaking. The goal of teachers in the classroom is to correct their students' faults, guide them constructively, and offer them with support and persuasion while they talk.

Conclusion

As a conclusion, after many researches, it was agreed that communication strategies are distinct techniques that play an important role in enabling the learner to speak without difficulties in the communication process. The studies also reveals that such strategies are very important for learners who suffer from language difficulties and strongly advocated for their teaching and inclusion within the language curriculum.

In this chapter, we discussed the different opinions about the definition of communication strategies, where each researcher expressed his own opinion about these strategies. We also mentioned its types and special classifications in which the researchers differed. They put forward three different theories, in addition to the factors affecting the learner in using the communication strategy and in the end of the research, we concluded with the importance of using these strategies in EFL classroom.

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Chapter Three: Description and Analysis of the Students' Questionnaire

Introduction

The current study aims to investigate students' attitudes towards the use of communication strategies in EFL speaking classes. To reach this aim, third year EFL learners of the department of English in Guelma university have participated to give their own views about this subject. This chapter is devoted to present the sample of the study. It also centers around describing the data collection tool, then analyzing the results according to the students' answers.

3.1. Means of Data Collection

Many researchers differed in their research methods in the scientific inquiry, developing distinct methods for data collection. To increase the research's credibility, the researchers used quantitative data collection more than one tools in this study. The questionnaire for students is a quantitative research data collection tool that was used to collect the obtained results in order to assist the process of their interpretation, comparison, and generalization in the research. This questionnaire have two types of questions, each of which refer to something completely different. The first set of questions, which are general and realistic questions, and were designed to learn more about the sample of participants they were from (Q1 to Q3). Furthermore, the attitudinal questions were designed to understand more about speaking competence in EFL classes, and they were from (Q4 to Q12), while the influencing element of communication methods that help learners to overcome all language obstacles when speaking were from (Q13 to Q22).

3.2. Population of the Field Study

The sample consists of third-year students studying English as a Foreign Language at Guelma university. A total of 383 students make up the student body; however, there are 100 students in the sample. This sample has chosen third year students because they are more skilled in speaking compared to other levels, especially when presenting researches and lessons in the classroom.

3.3. Student's Questionnaire

The questionnaire were designed to find out the attitudes of third year students of the English Department , at Guelma university towards the use of communication strategies in EFL speaking classes.

3.4. Description of the Students' Questionnaire

The questionnaire were designed as a means of collecting data from students to complete the research. The questions were divided into three sections; each section contains different kinds of questions .That is to say, either multiple choice questions in which the participants were required to select box(s) that corresponds to their answers ,or an open ended questions that enable learners to express their opinions and ideas . This questionnaire contains (22) questions. The first part related to basic background information about students , the second part is devoted to students' opinions and personal attitudes about the speaking skill .The third part is about the use of communication strategies in EFL classes .

3.5. Results Analysis

The following sections deal with the analysis of the results extracted from the students' questionnaire.

3.5.1 Section One: Background Information

No	15	15%
Total	100	100%

In terms of the students' options for English learning, the vast majority of them (85%) believed that studying English at university was their personal decision. This could imply that the students' like the English language , and find it enjoyable more than other fields. 15% stated that studying English was not one of their options, implying that their baccalaureate average prevents them from choosing the field of their choice, and perhaps it was their parents choices to study this field.

Q3-How could you describe your level in English? a- Good b- Average c- Bad

Table 3.3.

Students' Levels in Studying English

Options	Number of students	Percentage
Good	55	55%
Average	44	44%
Bad	1	1%
TOTAL	100	100%

The majority of the sample (55%) reported that they have good level in English, as seen in table (03). In contrast, (44 %) said they are average at speaking English. Furthermore, (1%) of the students stated that his/her command of the English language was poor. These findings indicate that the majority of students are satisfied with their English language, implying that they can effectively communicate in English and practice it in the classroom , and the other students of the sample were not satisfied about their level in English.

3.4.2Section Two: Speaking Skill

Q4- What is your favorite class activity?

a- Listening Activities

b- Speaking Activities

c- Reading Activities

d- Writing Activities

Table 3.4.

Student's Favorite Class Activity

Options	Number of students	Percentage
Listening Activities	20	20%
Speaking Activities	53	53 %
Reading Activities	13	13%
Writing Activities	14	14%
Total	100	100%

As it is shown in table (04), (53%) of participants said that they prefer speaking activities, this could indicate that students like to practice the speaking activities which improve that teachers' activities are enjoyable. (20%) of the sample prefers the listening activities , may be because it help them to remember and memorize. (13%) of the sample chose reading activities, because reading activities enhance their vocabulary and pronunciation. Finally, (14%) of the sample chose writing activities, may be because they

feel comfortable with writing activities.

-Please justify your answer

* (54%) of the students prefer the speaking activities and these are some examples of their justifications:

“Because I am more good at speaking then other skills”

“I like to communicate with others in English”

“I feel free when I speak”

“Because I am kinesthetic learner””

“It gives opportunities to improve our speaking skills”

*(20%) of the sample, prefer the listening activity and justified their answers as follows:

“Because I like to listen to the English language, so that I can understand memories and learn more”

“I am interesting in learning and knowing all the accents”

*(14%) of the student’s who prefer the writing activity, and justified their answers as follows:

“Because I sound good in English and I like writing”

“I have good writing proficiency and I find better ideas when writing”

“Because I am good in writing and I am quite person I don’t like to involve speaking with people”

*(13%) of the students prefer the reading activity, and justified their answers as follows:

“Because reading enhance the vocabulary and pronunciation”

“Because I don’t understand the teacher when he/she speak and write”

“I like reading books”

“I like reading books and I fill myself with more effective information and it rich my vocabulary”

Q5- How is your speaking proficiency? a- High b- Average c- Low

Table 3.5.

Students' Speaking Proficiency

Options	Number of students	Percentage
High	15	15%
Average	79	79%
Low	6	6%
Total	100	100%

Table (05) shows that the majority of learners (79%) claimed that they have an average speaking proficiency. Besides,(15%) of the sample reported that their speaking proficiency is high. However, (6%) the minority of the students answered with low speaking proficiency. According to this results, we notice that the majority of third year have the ability to speak English language.

Q6- What is the speaking sub skill (s) that you master most? (you can choose more than one option).

a- Fluency

b- Grammar

c- Pronunciation

d- Vocabulary

e- Appropriateness

Table 3.6

Students' Sub-skill in Speaking

Options	Number of students	Percentage
a	9	9%
b	25	25%
c	16	16%
d	2	2%
e	1	1%
a+b	3	3%
c+d	6	6%
b+c	11	11%
d+e	1	1%
a+c	10	10%
b+d	8	8%
c+e	2	2%
a+e	3	3%
b+e	3	3%
Total	100	100%

As it is shown in the table (06), (25%) of the sample chose grammar, which is the sub skill they master most. This may be because grammar is, at least for the respondents, the easiest component in comparison to others mentioned in the choices. Furthermore, (16%) of the learners stated that they master pronunciation in most, which mean they liked oral expression sessions. However, (9%) of the students chose fluency in speech, may be because it enables them to demonstrate their language fluency. whether the minority of the students (2%) and (1%) chose to master vocabulary and appropriateness, and Some students prefer to choose two options of sub skills as it is displayed as follows:

*Fluency and grammar which represents (3%) of the students.

*Pronunciation and vocabulary which represents (6%) of the students.

*Grammar and pronunciation which represents (11%) of the sample.

*Fluency and pronunciation which represents (10%) of the students.

*Grammar and vocabulary which represents (8%) of the students.

*Grammar and appropriateness which represents (3%) of the sample.

*Fluency and appropriateness which represents (3%) of the students.

*Pronunciation and appropriateness which represents (2%) of the students.

*Vocabulary and appropriateness which represents (1%) of the students.

Q7- How do you find speaking?

a- Easy

b- Difficult

Table 3.7.

Students' Views about Speaking.

Options	Number of students	Percentage
Easy	77	77%
Difficult	23	23%
Total	100	100%

Table(07) shows that the majority of participants (77%) claimed that they found speaking an easy skill. May be because they are fluent active, self confident and have no hesitation. The rest of the students who represent (23%) said that it is difficult. This difficulty can be due to lack of motivation to enhance speaking.

Q8- Do you participate in oral expression session?

a- Always

b- Sometimes

c- Rarely

Table 3.8.

Students' Participation in Oral Expression Sessions

Options	Number of students	Percentage
Always	48	48%
Sometimes	49	49 %
Rarely	3	3%
Total	100	100%

As it is shown in table (08), (48%) of the students stated that they always participate in oral expression session .Which imply that those learners feel more freedom in oral expression session . In other words, in this kind of sessions, students can discuss and elaborate different topics and express their thoughts, ideas, and opinions. However, (49%) of the sample said that they sometimes participate in oral session. Again, this may have many reasons, among which, lack of motivation, shyness, or lack of interest to certain subjects and topics. (3%) of the students claimed that they rarely participate in oral expression, this reluctance may be because of low self-esteem or low speaking proficiency.

Q9- What is the speaking activity you like to participate in most?

- a- Role play & and Simulations
- b- Information gap
- c- Dialogue & and conversation
- e- Discussion and Debates
- d- presentations
- f- Interviews

g- others, please justify

Table 3.9.

Students' Speaking Exercises

Options	Number of students	Percentage
a	4	4%
b	16	16%
c	30	30%
d	20	20%
e	25	25%
f	5	5%
g	0	0%
Total	100	100%

The table (9) stated that (30%) of the sample like to participate most in dialogues and conversations, because it helps in discipline issues and allows students to internalize content. Whereas, (25%) of the participants like discussion and debates , may be because it help them to process information . (20%) declared that they like to participate in presentations, perhaps it increase the memory capacity of their mind. In addition, (16%) of the sample like to participate in information gap, it provide an opportunity for extended speaking practice and can make their motivation high. (5%) of the learners indicated that they participate most in interviews, because it provide them with experience and gave them self confidence. the rest

Factors that cause Student's Difficulties

Options	Number of students	Percentage
a	42	42%
b	18	18%
c	22	22%
d	18	18%
Total	100	100%

This question is related to question (11), and it is addressed to the respondents who answered with 'yes'. The results from table (13) display the following: (42%) of the participants claimed that they find difficulties in speaking because they have nothing to say, because they have poor background knowledge. besides (22%) of the students answered that they have low or uneven participation, may be because they lack self confidence. (18%) of students chose inhibition as speaking difficulty, due to negative feedback or fear of speaking ,shyness.

- Others gave different answers which represented (18%), and they answered as follows:

“Shyness”

“Stress and being somehow shy”

“Fear from making mistakes”

“Hard, complex and long words”

“Missing vocabulary”

“I feel shy and uncomfortable especially when I say something in wrong way”

Q12- As EFL learners do you think that mastering any language is highly related to the mastery of the speaking skill?

a- Yes

b- No

Table 3.12

Students' Thoughts on Speaking Skill.

Options	Number of students	Percentage
Yes	84	84%
No	16	16%
Total	100	100%

According to the table 12, we notice that 84% of the students go for ‘Yes’ answers. While 16% participants have answered ‘No’. The majority of learners think that mastering any language is highly related to the mastery of speaking skill, Many students may benefit from mastering the learning skill by highlighting their language and speaking it freely and fluently, while others may reject this idea, believing that mastering the language and speaking skill is unrelated to freedom of speech, perhaps because they can communicate their ideas or opinions in their own way and without relying on language proficiency.

3.4.3 Section Three: Communication strategies

Q13- Are you familiar with the concept of communication strategies?

a- Yes

b- No

Table 3.13.

Students' Familiarity with Communication Strategies

Options	Number of students	Percentage
Yes	70	70%
No	30	30%
Total	100	100%

From results obtained from table (13), we notice that 70% of the students are familiar with the term of communication strategies, and this may indicate that the majority of the students are aware about the use of communication strategies, may be because it helps them master the language quickly. The other 30% have no idea about such concept, so the minority of students are unfamiliar with the word communication strategies, and these explains that students have difficulty in communication.

Q14- Are there any topics cause communication barriers, i.e language difficulties?

a- Yes b-No

Table 3.14.

Topics that Cause Communication Barriers

Options	Number of students	Percentag
Yes	65	65%
No	35	35%

Total	100	100%
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The table 14 shows that 65 students making up 65% of the whole sample answered with ‘Yes’ and 35% of participants answered with ‘No’. As a result , the majority of the students found topics that contain communication difficulties , that enables them to master the language , furthermore , the minority of students have no issue with communication barriers in topics , implying that they have ability to speak the English language.

If yes, how often do you avoid conversation debates that are triggered by such kind of topics?

a- Always

b- Often

c- Sometimes

d- Never

Table 3.15.

Students’ Avoidance of Topical Debates in Conversation

Options	Number of students	Percentage
a	19	19%
b	12	12%
c	25	25%
d	9	9%
No	35	35%
Total	100	100%

Table 15 shows that 19% of participants always avoid conversation debates in topics that include language difficulties , 12% of the sample answered with ‘often’ , 25% answered with sometimes and 9% said that they have never this issue . As a result, we can conclude that the majority of students are able to overcome language barriers in topics. While the remaining students, who make up the minority, have differing perspectives on the topics. The minorities, in other hand, are unable to overcome language problems may be due to lack of adequate techniques.

Q15- Do you use a literal translation of single items, compound word, or structures from L1 to L2 to the target language English?

- a- Yes b-No

Table 3.16.

Students’ Use of Literal Translation

Options	Number of students	Percentage
Yes	76	76%
No	24	24%
Total	100	100%

The answer to this question as reflected in table 16 , 76% of the sample claimed that they use literal translation of single items , compound word.....etc , from L1 to L2 or to the target language English. So, they use literal translation to express their ideas and thoughts. However, 24% of students indicate that they do not use literal translation. Which means that they may be able to understand the English language without switching to another one.

Q16- What do you do when you cannot carry on your speech or conversation (when you have a pause)?

a- Keep silent while thinking

b- Lengthen a sound in hesitation

c- Others, please specify

Table3. 17.

Students' Actions when they cannot Carry on their Speech

Options	Number of students	Percentage
a	63	63%
b	33	33%
c	4	4%
Total	100	100%

The results obtained from table 17, show that the majority of students 63% of the students prefer to keep silent while thinking when they cannot carry on their speech. 33 participants making up 33% said that they a lengthen a sound in hesitation which can be due to the tension they experience while speaking. For the rest of participants 4%, they chose other answers such as; repeating the last sentence till they gather their ideas again .Some said they never had such problem, and others declared that they ask questions while thinking about the missing idea.

Q17- When using the target language, do you switch to another language, mainly a native language or a second language?

a- Yes

b- No

Table 3.18

Students' Using of Target Language

Options	Number of students	Percentage
Yes	78	78%
No	22	22%
Total	100	100%

In this question, 78% 'Yes' and making up 78% of the whole sample. They believe that when using the target language, they tend to use another language, whereas, 22% of the sample stated that they switch to another language when using the target one. The majority of students tend to switch to another language, Whether it is their native or second language.

Q18- Do you tend to replace the target word or expression by an illustration, an example, or a description ?

a- Yes b- No

Table 3.19

Students' Replacement of Target Word

Options	Number of students	Percentage
Yes	82	82%
No	18	18%

Total	100	1 00%
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The majority of learners 82% of whole sample replace the target word by an example or illustration, may be because the use of examples can facilitate the process of being understood by others especially in the target word is familiar to the listeners. 18% from the sample have chosen 'No' answer may be because they think that they are not responsible for other's understanding and prefer to use the target word rather than replace it.

Q19- How often do you self-correct your speech when you make an error, or a mistake?

a- Always

b- Sometimes

c- Never

Table 3.20.

Student's Self-correct in Speech

Options	Number of students	Percentage
Always	27	27%
Sometimes	70	70%
Never	3	3%
Total	100	1 00%

From table 20, we notice that 27% of the respondents reported that they always use self correction in their speech when they make an error , while 70% or the majority of participants answers with 'Sometimes', may be they are fluent in speaking so they don't make mistakes

and sometimes they just resort to self-correction ,where as 3% of the respondents never made self-correction while speaking .

Q20- While conversation, do you generally ask the one you are addressing for help (when you are stuck)?

a- Yes

b- No

Table 3.21

Asking Help in Conversation

Options	Number of students	Percentage
Yes	81	81%
No	19	19%
Total	100	1 00%

Table (21), 81% of the sample states that they generally ask the one they address for help. This can be interpreted as the majority of learners are aware about the use of communication strategies, mainly the strategy of seeking help, and depend on it to face communication barriers. However, 19% of the sample said ‘No’, this can reflect students’ high self confidence, when facing language difficulties. Moreover, this category of students may display unawareness about the usefulness of communication strategy mentioned earlier.

Q21- Do your teacher draw your attention towards the use of communication strategies?

a- Yes

b- No

Table 3.22

Teacher's Attention towards the Use of Communication Strategies

Options	Number of students	Percentage
Yes	75	75%
No	25	24%
Total	100	100%

The results from table (22) , show that while 75% of the sample declared that their teachers draw their attention toward the use of communication strategies in the classroom . 25% of the sample negate it. This can be interpreted that the students are familiar with communication strategies, as they notice that teachers use them during teaching to facilitate the communication process, besides 25% of the sample proclaimed that their teachers do not draw their attention toward the use of communication strategies, may be because they have no idea about this process and therefore cannot tell if teachers using it or not.

Q22- Do you think that learning communication strategies is necessary to improve your speaking skill?

a- Yes

b- No

Table 3.23.

The Necessity of Communication Strategies

Options	Number of students	Percentage
Yes	88	88%

No	12	12%
Total	100	100%

According to table 23 , 88% of the sample went for ‘Yes’ option to this question because However, 12% went for ‘No’ answer may be they think that improving speaking skill has no relation with learning communication strategies , however , one has to focus on others aspects.

Justification for those who answered with “yes”

* “To participate more and improve my pronunciation”.

*“Because it plays an important role in developing and creating a well speaking skill” .

* “Because I learn new vocabulary” .

* “Communication skills are always necessary because they can reduce stress, anxiety and make you confident when speaking”.

* “Because it give me new ideas and strategies to be better in English language” .

* “Because it helps us to learn new vocabularies and improving our pronunciation” .

* “It helps a lot in making our speaking skill better”.

* “when we learn communication strategies, we would master this language”.

* “Learning communication strategies are helpful in acquiring the English language”.

* “Because it gives us more confidence and proficiency skills” .

* “The use of communication strategies can really help in avoiding errors and mistakes , learning new words every day , and help to make our speaking proficiency higher”.

- * “Learning communication always helps in developing and improving the speaking skills”.
- * “Because it helps to direct you correctly towards improving speaking skills”.
- * “Because this strategies give you a way to manage your ideas before speaking” .
- * “When you learn anything about language, it helps you to get a good achievement in your speaking”.
- * “When you communicate you will improve your speaking skill”.
- * “Because it helps all the students to upgrade their abilities in both vocabulary and grammar”.
- * “Because it helps you to get rid of your shiner” .
- * “because learning how to speak is the most important thing that improve your language”.
- * “Because speaking is more important to learn” .
- * “Because it develop our language and we usually get used to”.
- * “It is important to practice speaking”.
- * “In order to avoid problems in making conversations” .
- * “It develop our vocabulary”.
- * “Avoid miss understanding in conversations”.
- * “It allow us to form connections, influence, and motivate damage without them, the ability to progress our learning will be very hard”.
- * “It help me to improve my level in the English language, it is like take for any community important to develop any language”.

Justification for those who said 'No' answers:

* "Because it is based process" .

* "You can improve your speaking skill just by practice and listen as much as possible to native speakers". .

* Be stronger than strongest excuse and thank you.

* Thank you best of luck.

* To learn and develop our English, we have to watch movies and listen to music and talk to people and correct our mistakes.

3.5 Summary of the Results

The data gathered from the questionnaire that was conducted with third year students at the department of English revealed students' attitudes towards the use of communication strategies in EFL speaking classes. From here, it can be said that the hypothesis of this research has been confirmed; students have a positive attitude toward the use of communication strategies.

In section one (general information) , when student were asked about the years they have been studying English , the majority of the participants (54%) responded that they spent 10 years studying English, and that the majority of them chose to study English language in the university. Regarding their level in English, the majority of them admitted that they have an average one.

In second section (the speaking skill) , students were asked about their class activity (Q4) , the majority learners (52%) answered that their favorite class activity is the speaking class, as it may give them opportunity to improve their language , build self confidence, benefit

from each other through exchanging ideas and thoughts, moreover, the majority of the informants said that they have an average speaking proficiency .In addition , grammar is the most sub skill mastered by the majority of the students , because the more they aware of how use the rules, the more they can monitor the meaning and effectiveness of the way they use the language , it also helps them in the correction of mistakes and improvement of written work. However, the majority of participants found speaking as an easy task, because they feel comfortable in practicing this task, and they sometimes participate in oral expression sessions. Whereas, the most speaking activity they like to participate in most is dialogue and conversation as it is helps them to make decisions about things or decide if there's something they need to change .Furthermore, they found themselves free to express their thoughts in debate. As we found that the majority of learners do not have difficulties while speaking. Finally , in the last question , we found that the rest of learners suffering from difficulties while speaking and the main factor that cause those obstacles is nothing to say , which is not a big problem , they can overcome it.

In section three, the analysis revealed that most of third year learners (70%) are familiar with communication strategies as it is shown in question 12. Furthermore, the majority of the students are aware about the existence of communication strategies. However, they suffer from communication barriers when dealing with some topics, and the majority of them tend sometimes to avoid such kind of topics. We also found that the majority tend to replace the target language with an example or illustration to facilitate the process of understanding. In the last question, it was found that the majority are convinced that learning communication strategies is important to improve the speaking skill.

Finally, the results obtained from the students' questionnaire showed that the majority of third year students are aware about the existence of communication strategies, have

acceptable standards and positive attitudes towards the use of communication strategies and their role in improving the speaking skill.

Conclusion

To conclude , the main results of student's questionnaire revealed that students are aware of the relationship that exist between the speaking skill and the use of communication strategies , as this latter can be considered as an essential element , in helping learners to overcome the communication difficulties , hence , improving their speaking proficiency .

General Conclusion

The goal of the present study is to find out how EFL students perceive the use of communication strategies. The research was carried out using a questionnaire as the only data gathering tool, which was distributed to third year students at the department of English at Guelma university. The finding from students' questionnaire reveal the positive attitude that students' have toward the use of communication strategies. More precisely, the results show that the majority of students are aware about the existence of communication strategies, and are actually using their different types. Moreover, students acknowledged the efficiency of those strategies in both overcoming communication barriers and improving the speaking and communication skills in general. As a consequence, it can be deduced that the hypothesis of the current research, which assumes that EFL students may have a positive attitude toward the use of communication strategies is confirmed.

- Suggested Recommendations

Based on the findings of this study, it is appropriate to recommend some communication strategies for EFL students in order to demonstrate the importance of using communication strategies in the classroom, and enable students to improve their speaking performance and communication skills.

Firstly, EFL students must recognize the importance of speaking ability and develop their oral proficiency through the use of communication strategies in the classroom. Besides, they should follow different methods in order to enhance their speaking ability, for example: using grammar correctly through writing and identifying errors, improving their vocabulary through listening and reading, and developing their understanding through understanding the intended meaning. Moreover, communicating fluently and using the correct forms improves the fluency and accuracy of speech. This is achieved through a variety of tasks that require

learners to practice oral skills in real-life situations, while also encouraging themselves to overcome challenges in the classroom, such as silence, fear of making mistakes, shyness and frustration.

Second, teachers should foster a learning environment in the classroom that encourages learners to speak up. They must also follow various perspectives on communication strategies in order to foster a positive interaction between them and their students, and allow learners to feel free to express themselves. Furthermore, teachers again are expected to give greater interests for oral skills, which help the learners to communicate effectively by providing them with different types of communication strategies like: paraphrasing, avoidance, and non verbal strategies.

Teachers are required to use appropriate teaching methods of communication inside the classroom to avoid difficulties that learners face when practicing the target language. There are many factors that influence how different types of Communication strategies are used, including performance conditions, topical knowledge, and feedback through speaking activities.

- Limitations of the study

The current study encountered a number of difficulties.

- First, due to time constraints, we were unable to distribute the questionnaire to the entire population, hence, the results cannot be generalized.
- Second, regarding students' answers, especially, when they were required to justify their choices; the justifications provided did not serve the aim of the questions. As, the majority of students' responses were general, vague, and sometimes irrelevant.
- Third, the design of the questionnaire and its distribution (the practical part) took place in a sensitive period where teachers were overloaded by work pressure. That is why,

we canceled teachers' questionnaire and depended on students' questionnaire only to collect data.

- Fourth, our research was hampered by a shortage of primary sources, such as books and articles, mainly on communication strategies.

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Appendix

Students' Questionnaire

Dear student,

You are kindly requested to fill this questionnaire which is part of an investigation that aims at exploring your attitude towards the use of communication strategies in EFL speaking classes. Your answer is highly important to fulfill the requirement of the current study. Hence, we will appreciate your help by ticking the corresponding box (es) or giving a full statement whenever necessary.

Thank you very much for your time and collaboration.

Riheb AYACHI

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Definition of Communication Strategies

Communication strategies are strategies that learners use to overcome speaking problems in order to convey their intended meaning. Strategies may include paraphrasing, substituting, coining new words, and asking for clarification. (SLINKER, 1972, p.209-241)

Section One: General Information.

Q1) How long have you been studying English?

.....years.

Q2) Was it your choice to study English?

a- Yes

b-No

Q3) How could you describe your level in English?

a- Good

b- Average

c-Bad

Section Two: Speaking Skill.

Q4) What is your favorite class activity?

a- Listening

b- Speaking

c- Reading

D- Writing

-please, justify your answer

.....
.....

Q5) How is your speaking proficiency?

a- High

b- Average

c- Low

Q6) What is the speaking sub-skill (s) that you master most? (you can choose more than one option)

a- Fluency

b- Grammar

c- Pronunciation

d- Vocabulary

e- Appropriateness

Q7) How do you find speaking?

a- Easy

b- Difficult

Q8) Do you participate in oral expression session?

a-Always

b-Sometimes

c- Rarely

Q9) What is the speaking activity you like to participate in most?

a- Role plays and simulations

b-Information gap

c-Dialogues and conversations

d- Presentations

e-Discussions and debates

f-Interviews

g-Others, please specify

.....
.....
.....

Q10) Do you face difficulties when speaking?

a-Yes

b-No

Q11) If yes, what are the factors that cause those difficulties?

a- Nothing to say.

b- Inhibition.

c- low or uneven pronunciation .

others please specify .

.....
.....
.....

Q12) As EFL learners, do you think that mastering any language is highly related to the mastery of speaking skill?

a- Yes

b-No

Section Three: Communication Strategies.

Q13) Are you familiar with communication strategies?

a- Yes

b- No

Q14) Are there any topics that cause communication barriers, i.e language difficulties?

a- Yes

b- No

-If yes, how often do you avoid conversations or debates that are triggered by such kind of topics?

a- Always

b- Often

c- Sometimes

d- Never

Q15) Do you use a literal translation of single items, compound words, or structures from L1 or L2 to the target language English?

a- Yes

b-No

Q16) What do you do when you cannot carry on your speech or conversation (when you have a pause)?

a- keep silent while thinking

b- Lengthen a sound in hesitation

c-Others, please specify

.....
.....
.....

Q17) When using the target language, do you switch to another language, mainly a native language or a second language?

a- Yes

b- No

Q18) Do you tend to replace the target word or expression by an illustration, an example, or a description?

a- Yes

b- No

Q19) How often do you self-correct your speech when you make an error, or a mistake?

a- Always

b- Sometimes

c- Never

Q20) While conversing, do you generally ask the one you are addressing for help(when you are stuck)?

a- Yes

b- No

Q21)Do your teachers draw your attention towards the use of communication strategies?

a- Yes

b-No

Q 22) Do you think that learning communication strategies is necessary to improve your speaking skill?

a- Yes

b- No

Justify your answer please.

.....
.....
.....
.....

Any comments and suggestions are welcome.

.....
.....
.....

Résumé

Le présent travail vise à étudier les attitudes des étudiants envers l'utilisation des stratégies de communication dans le département d'anglais de l'Université de Guelma. Les étudiants de ce département ont encore des difficultés à produire des conversations fluides et à transmettre de manière appropriée le message souhaité. Ce fait peut éventuellement conduire à des problèmes de compréhension et de communication entre les interlocuteurs. Afin de confirmer ou de rejeter les hypothèses du présent travail, une méthode quantitative qualitative descriptive a été utilisée. C'est-à-dire qu'un questionnaire a été distribué aux étudiants de troisième année qui ont rejoint l'année académique 2020/2021. L'analyse des résultats du questionnaire démontre la sensibilisation et l'attitude positive des élèves envers l'utilisation des stratégies de communication. Enfin, il est recommandé d'envisager des stratégies de communication dans les cours de conversation pour améliorer le rendement verbal des élèves et leurs capacités de communication en particulier.

المخلص

يهدف العمل الحالي الى التحقق من مواقف الطلاب اتجاه استخدام استراتيجيات الاتصال في قسم اللغة الانجليزية بجامعة قالمة. لا يزال الطلاب في هذا القسم يواجهون بعض الصعوبات عندما يتعلق الأمر بانتاج المحادثات بطلاقة و نقل الرسالة المقصودة بشكل مناسب. يمكن ان تؤدي هذه الحقيقة في النهاية الى مشاكل في الفهم و التواصل بين المحاورين. من اجل تأكيد او رفض فرضيات العمل الحالي, تم استخدام طريقة كمية نوعية وصفية. أي تم توزيع استبيان على طلاب السنة الثالثة الذين التحقوا بالعام الدراسي 2020_2021. يثبت تحليل نتائج الاستبيان وعي الطلاب و موقفهم الايجابي اتجاه استخدام استراتيجيات الاتصال. أخيرا, يوصى بمراعاة استراتيجيات الاتصال في فصول المحادثة لتحسين المحادثات اللفظية للطلاب و مهارات الاتصال الخاصة بهم على وجه الخصوص.