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**Exploring the Use of Communication Strategies and Task Types in
EFL Classrooms.**
The Case Study of Upper-Intermediate Learners at Royal School

Dissertation submitted in Partial Fulfilment of the Requirements for the Master Degree in
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Dedications

In the Name of Allah, the most gracious, the most merciful,

I would like to dedicate this modest work, with all my love and respect, to:

*My dearest and beloved parents: **Messaoud and Djamil** may Allah bless them*

*My brothers: **Adel, Omar, Ibrahim, and Imad**, and my sister **Assma***

*My beloved nephews: **Elmotassim** and **Moussa***

My precious uncles, aunts, and cousins.

*At last, my deepest gratitude goes to my partner and amazing friend, **Soumia Boukhemerra**, for having my back throughout this eventful academic experience my sincerest thanks go to my all friends for their ceaseless moral support and countless well-wishes.*

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I am grateful to dedicate this work to:

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*My lovely sister **Selma** for her endless love and kindness*

*My adorable brothers **Chouayb, Yaccine, and Nabil***

*My soulmates **Feriel** and **Samra** for all the good memories*

*My adorable cousins: **Rawia** and **Mohammed** for their unconditional love and support*

*My friends **Amel, Khadidja, Mouna, Sarah, Samiha**, and to everyone who loves me*

My family members

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Abstract

The study in hand attempts to explore the relationship between the communication strategies use and the implementation of different task types in EFL classrooms. It aims at investigating the different communication strategies used by EFL learners as tools to overcome their communication breakdowns and enhance their oral communication while performing classroom tasks. Thus, it is hypothesized that if EFL learners are exposed to different task types in classrooms, they may use various Communication Strategies. The dissertation is divided into two foremost parts; a theoretical one in which issues in connection with task types and communication strategies are discussed in the two first chapters; and the third one, which shows the practical part, exposed the findings yielded from the research tools. Hence, the mixed-approach method was used throughout adopting the Stimulated Recall Interview that was addressed to thirty out of thirty four (30/34) Upper-Intermediate level learners at Royal School-Jijel. Furthermore, a questionnaire was administered to all the teachers (18/18) at the same school in order to figure out their attitudes towards the implementation of various task types' effect on the communication strategies use. All in all, the obtained findings revealed that the more EFL learners are exposed to different types of tasks, the more communication strategies they may use. Furthermore, the study reveals that the frequency of using communication strategies is strongly aligned with the variety of the used task's type in EFL classroom. On the light of the findings, some pedagogical recommendations and suggestions for further research are proposed by the end of the dissertation.

Key words: Communication Strategies, task type, communication breakdown.

List of Abbreviations

CC: Communicative Competence

CLT: Communicative Language Teaching

CpS: Compensatory Strategies

CSs: Communication Strategies

EFL: English Foreign Language

FL: Foreign Language

IL: Interlanguage

LLS: Learning Strategies

L1: First Language

L2: Second Language

NNS: Non Native Speaker

NL: Native Language

OCSs: Oral Communication Strategies

NS: Native Speaker

P: Page

PP: Pages

Q: Question

SC: Strategic Competence

SRI: Stimulated Recall Interview

TL: Target Language

TBLT: Task-Based Language Teaching

&: And

%: Percentage

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General Introduction

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General Introduction

1. Background of the Study

The issue of communication strategies (CSs) has been raised since the early 1970s. Henceforth, it became the focus of an increasing number of teaching English as a foreign language (EFL) studies. Since there has been no accurate definition for CSs, various definitions (Dörnyei, 1995; Dörnyei and Scott, 1997; Corder, 1981; O'Malley and Chamot, 1990; Faucette, 2001; el) were proposed to support the notion. In general, CSs has been defined as learners' attempts to overcome linguistic problems while communicating due to their lexical deficiency in the target language.

One of the most factors affecting the use of CSs is task type. Several researches argued that there is a relationship between task type and CSs use (Poulisse & Schils, 1989; Dobao, 2001; Rabab'ah & Bulut, 2007; Ghout-Khenoune, 2012). For instance, In Poulisse and Schils' (1989) study, which investigated The Influence of Task- and Proficiency-Related Factors on the Use of Compensatory Strategies, the task effects were observed to be more dominant than the learners' proficiency on their use and particularly choice of CSs. Besides, in a more recent study, Ghout-Khenoune (2012) analyzed the CSs used by Algerian University EFL students when trying to solve lexical problems in two different communicative tasks; a picture-description and a free-discussion. The Findings of the latter research indicated that the task mainly affected the learners' quantity but not the quality of CSs used to tackle the problems arising in each task.

As a matter of fact, it has been argued that depending on the task requirements, such as: task demands, context, time constraints..., learners will need to rely on a higher or lower number of strategies, and the use of certain CSs over others.

2. Statement of the Problem

The ultimate aim of any learner of a foreign language is to be able to communicate effectively in any situation. Since, the main goal of communication is to be able to transfer the message appropriately and effortlessly, this transfer should be clear enough for the interlocutors. However, communication remains a challenging and demanding task for EFL learners, where some of them are not able to speak for more than few minutes without having linguistic difficulties. These difficulties may prevent them from conveying their communicative goals and, therefore, they might not be able to accomplish their tasks successfully. That is, some EFL learners often confront problems or breakdowns in communication when accomplishing tasks in different communicative contexts which hinder them to convey their intended meaning and reach the communicative intentions. To bridge the gap, most EFL classrooms seek to expose learners to various meaningful tasks to create many communication situations, during which they may encounter several communication difficulties. Putting it differently, in EFL classrooms, learners should be stimulated to perform tasks. The latter provide plenty of contexts for EFL learners to use practice the language through communicating authentically. That is, tasks incite learner to act primarily as language users under different communicative situations.

Given that, EFL learners have to resort to their strategic competence through using communication strategies to be able to cope with breakdowns in communication. That is to say, in those cases in which EFL learners are unable to go on further in the process of communication, they have to resort to use other alternative ways known as communication strategies to compensate for their linguistic gaps and miscommunication breakdowns.

Hence, the present study is an investigation to explore the use of CSs as coping ones to communication problems underpinned by the different implementation

of task types in EFL classrooms. It is an attempt to check whether the use of given communicative task types influences the use of various communication strategies, in terms of frequency and quality, to improve their communicative abilities, transmit their intended messages fittingly, and accomplish their tasks successfully.

3.Aims of the Study

This study intends to achieve the following aims:

- To investigate whether the involved EFL learners in the current study make use of communication strategies as tools to bridge the gap or breakdowns in communication.
- To explore the influence of EFL classroom tasks on the choice of communication strategies (CSs) by EFL learners.
- To explore the frequency of using CSs when EFL learners encounter problems and difficulties in expressing their intended meaning in different communicative situations.

4. Research Questions

The following study tries to answer the following questions:

1. Does task type influence the use of communication strategies by EFL learners?
2. Do EFL learners use communication strategies as coping strategies or tools to fix their communication breakdowns?
3. Do communication strategies enhance the learners' oral output in different communicative situations?
4. Does a specific task type require the use of certain communication strategies?

5. Hypothesis

The following study hypothesizes that:

If EFL learners are exposed to different task types in EFL classrooms, they may use different CSs for tasks accomplishment.

6. Research tools

In the current study, two tools are used to investigate the implementation of different task types and EFL learners' use of CSs. First, the stimulated recall (SRI) protocol is chosen to be conducted with "Upper-Intermediate" learners in "Royal School" to elicit information from them throughout reflecting on their own performance during tasks accomplishment. Secondly, a questionnaire has been assigned for "Royal School" teachers in order to get sufficient information about their attitudes towards the implementation of different task types and the use of communication strategies.

8. Structure of the Study

The present study is divided into three chapters, two are theoretical and the third one is about the field work of this research paper.

The first chapter reviews the literature about communication strategies and their relation with the communicative competence, various proposed definitions, perspectives, and taxonomies, along with some factors affecting CSs use are exposed in the frame of the first chapter.

The second chapter is concerned with task types in EFL classrooms. First, it provides a theoretical background of both communicative language teaching and task-based teaching and learning approaches as they are supporting the teaching of language through communicative tasks. Second, it deals with the definition of task, its component, rational, features for identifying tasks. It, also, sheds light on the three common phases of tasks, various task types. Besides, it highlights the teachers, learners, and instructional materials' roles during the task performance. Finally, it lists some of the relevant empirical studies as far as the CSs use and task types are concerned.

The third chapter is the practical part of the study, which is concerned with the research methodology of the current study. It explains the data analysis of both the stimulated recall interview and the questionnaire. The chapter provides, as well, the interpretation of the results obtained, and discussions along with the clarification of the limitation encountered while conducting this piece of research. The chapter ends with proposing some pedagogical recommendations and suggestions for furtherfuture research.

Chapter One: Communication Strategies

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Introduction

When learning a FL, learners strive to be able to communicate effectively using the target language (TL). Nowadays, being competent in a foreign language allows learners to convey their intended messages appropriately, to participate in different EFL classroom contexts, and to exchange ideas and thoughts smoothly. Hence, learners sometimes may face problems, gaps, or breakdowns in communication due to the lack of linguistic, cultural, and even contextual knowledge.

These gaps should be compensated by the use of CSs to overcome the linguistic shortage in L2 learners' repertoire. Therefore, L2 learners resort to utilize CSs to cope with the situation and make up with their L2 deficiencies in order to solve their communicative problems. Thus, CSs are considered to be problem-solving for miscommunication problems or breakdowns in speaking. Consequently, CSs are an important factor affecting the success of SLA.

1.1. Definition of Interlanguage

According to Dörnyei & Scott (1997), the term interlanguage (IL) was first introduced in the field of SLA by the American linguist Larry Selinker (1972) in his famous article on "IL", discussing "strategies of second language communication" as one of the five central processes involved in L2 learning (p. 174). Selinker's IL (1972) proposed the existence of a "separate linguistic based on the observable output which results from a learner's attempted production of a TL norm" (p. 214). In other words, IL refers to a combination of specific features made by L2 learners in the process of learning a FL when attempting to make a meaningful performance using the TL which are: "utterances in the learners' native language (NL) produced by the learner, IL utterances produced by the learner, and TL utterances produced by native speakers of that language" (p. 214). That is, IL is a separate linguistic

system based on combining the NL and TL in which it reflects L2 attempts to produce utterances in the TL to build up their own basis.

IL is introduced to learners' second language (SL) knowledge which combines characteristics influenced by previously learners' language, some features of the L2, and finally some features; for example, adding and omitting some functional words, or grammatical morphemes. Besides, IL is systematic and dynamic (Lightbown & Spada, 2013, p. 43). In other words, IL is systematic in the sense that it is rule-governed in which the rules which constitute L2 learners' knowledge are taken from the learners' L1 and the TL. Moreover, L2 learners' IL is dynamic means that it is constantly changing.

1.2. Definition of Communication

Based on the IL system, L2 learners depend on their own IL linguistic system when it comes to communication in the TL in order to express their meanings or ideas spontaneously in different conversations. In other words, IL is the language system that enables L2 learners who are in the process of SLA to communicate effectively when they attempt to produce meaning in their L2 speech.

Communication is one of the important skills for both native and non-native speakers. Thus, communication requires L2 learners to perform certain language functions in different social contexts (Freeman, 2000, p. 121). Besides, Widdowson (1978) asserted that non-verbal communication is not realized by speaking, rather "it is realized by employing paralinguistic devices as gesture, facial expression, and so on, which are conveyed through the visual medium" (p. 73). Moreover, the basic aim to learn a FL is be communicatively competent. Thus, Rubin & Thompson (1994) clarified that "it is through communication people can send and receive messages effectively and negotiate meaning" (as cited in Ya-ni, 2007, p. 43).

1.3. Definition of Communicative Competence

According to Brown (2000), the notion of communicative competence (CC) a term coined by the American sociolinguist Dell Hymes in (1972) which refers sufficiently for the social and functional rules of language (p. 246). According to Hymes (1972), communicative competence is “the aspect of speakers’ competence that enables them to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 2000, p. 246).

As a matter of fact, Hymes (1972) asserted that “there are rules of use without which the rules of grammar would be useless” in which he focused on the ability to use language in a social context, besides observing sociolinguistic norms and appropriateness (p. 278).

Chomsky (1965) introduced the terms “competence” and “performance” in his book “Aspects of the Theory of Syntax” in his theory of linguistic competence (p. 3). According to Chomsky (1965), a fundamental distinction was made in order to distinguish between the two terms in which competence refers to (the speaker-hearer’s knowledge of his language) and performance refers to (the actual use of language in concrete situations) (p. 4). That is, competence refers to speaker-hearer’s intrinsic knowledge of grammar, while performance refers to the actual use of the underlying system of rules that are mastered by the speaker-hearer (Chomsky, 1965, p. 4). Thus, Chomsky (1965) supported his linguistic theory as manifested in the following quote:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distraction, shifts of attention and interest and errors (random or characteristic) in applying his knowledge of the target language in the actual performance (p. 3).

Hymes (1972) reacted against Chomsky's notion of linguistic theory as well as the competence-performance distinction arguing that the linguistic theory is too limited and inadequate (p. 285). Hymes (1972) further added that feasibility and appropriateness are important aspects in his theory which are hardly brought in Chomsky's theory. In other words, Hymes (1972) criticized Chomsky for not including feasibility of some factors which are not limited only to linguistics. According to Hymes (1972), linguistic theory is not concerned with the property of appropriateness of speech in the communicative life of a society, since the former is a mentalistic theory concerned with observing mental realities (pp. 285-286).

1.4. Theoretical Frameworks of Communicative Competence

Hymes (1972); Canale & Swain (1980); Brown (2000) and Savignon (2002) highlighted the importance of the notion of CC in their studies in which these researchers tackled the term of CC differently in several works since it is a controversial issue. In other words, many contributions appeared to define and clarify the concept of CC in the field of applied linguistics as explained in the following theoretical frameworks.

1.4.1. Canale and Swain's (1980) Model of Communicative Competence

Based on Hymes' (1972) theory of CC, it was not defined only as grammatical competence but also as the ability to use grammatical rules appropriately in different communicative situations.

Since Hymes' (1972) notion was so important, it was further investigated by several researchers and scholars. Therefore, different theoretical frameworks were designed which encompass many components of communicative competence.

Canale & Swain (1980) viewed the term CC by saying that "communicative competence refers to the relationship and interaction between grammatical competence, or

knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of language use” (p. 6).

According to Canale & Swain (1980) and later Canale (1983), their model of CC was based on examining previous theories by shedding light on the communication skills required to cope with a second language communication as well as the relationship language and social context (p. 19). Therefore, Canale & Swain’s (1980) theoretical framework for communicative competence consisted of three areas of competences which are: grammatical competence, sociolinguistic competence, strategic competence, and later Canale (1983) added the fourth component which is discourse competence (p. 28).

1. **Grammatical competence:** Canale & Swain (1980) indicated that grammatical competence is also called “linguistic competence”; it refers to a speaker’s knowledge of lexis, morphology, syntax, phonology, and spelling of a language. In other words, it enables the speaker to master the use of grammar rules of a foreign language in order to use language correctly. This competence helps the speaker to use his knowledge to spell written forms and to understand and express correct meaningful utterances (pp. 29-30).
2. **Strategic competence:** According to Canale and Swain’s (1980) model of CC, the strategic competence refers to the use of communication strategies as “coping strategies” to cope with communication breakdowns and difficulties by L2 learners due to their linguistic inadequacy of the target language. Canale & Swain (1980) defined strategic competence as “verbal and non-verbal communication strategies that maybe called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence” (p. 30).
3. **Sociolinguistic competence:** According to Canale & Swain (1980), sociolinguistic competence refers to “the socio-cultural rules of use” and “the rules of discourse” (p.

30). In other words, it highlights the knowledge of applying language properly in various social contexts. That is, it refers to the speaker's competence to use the language appropriately, and to understand utterances that are produced in different sociolinguistic contexts. This ability enables L2 learners to understand the cultural background of the foreign language; consequently, to use rules, structures, and norms that govern a language into different cohesive and coherent texts (Canale & Swain, 1980, p. 30).

4. **Discourse competence:** Canale & Swain (1980) and later Canale (1983) added discourse competence as the last subcomponent which refers to the knowledge of combining grammatical forms and meanings appropriately by applying the rules of cohesion in order to reach communication in a meaningful way. It also involves the learners' ability to grasp and utilize different forms of utterances to connect a specific discourse pattern for an overall communicative goal for diverse needs (p. 31).

1.4.2. Savignon's (2002) Model of Communicative Competence

Savignon (1972) was one of the first authors to use the notion of communicative competence in classroom. Savignon (1972) stated that the notion of CC is used to characterize "the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from the ability to recite dialogues or perform on discrete-point tests of grammatical knowledge" (Savignon, 2002, p. 3).

Savignon (2002) defined learners' competence as "the expression, interpretation, and negotiation of meaning that looks to both psycholinguistic and socio-cultural perspectives in second language acquisition (SLA) research to account for its development" (p. 1).

Savignon (2002) proposed her classroom model which comprises between four interrelated sub-categories which are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. This model shows that through

practice and experience in many communicative contexts and events, learners can gradually develop their CC. four interrelated sub-categories in her classroom model (Savignon, 2002, p. 8). Hence, these competencies are subsequently explained:

1. **Grammatical competence:** Savignon (2002) stated that grammatical competence refers to the knowledge of grammatical rules at sentence level, phonology, syntax, and morphology of a language (p. 9).
2. **Discourse competence:** Discourse competence refers to the correlation of how a series of utterances or written words or phrases are connected together to form a text, that is meaningful. The text can be a poem, a novel, a letter, or a conversation. It has to do with the interpretation of the overall meaning of a text based on the understanding of isolated sounds or words that are involved to contribute together to the interrelation of the general meaning of a text (Savignon, 2002, p. 9).
3. **Sociolinguistic competence:** Sociolinguistic competence refers to understanding of the social context in which the language is used. That is to say, a learner should possess the ability to interpret meaning based on the cultural knowledge, ability to know one's culture and to interpret the others' culture, and to have openness and readiness of knowing the other cultures (Savignon, 2002, p. 9).
4. **Strategic competence:** Strategic competence refers to the use of CSs as, which are according to Savignon (2002) called as "coping strategies". That is to say, they are used whenever learners face difficulties and breakdowns in communication because of their inadequate knowledge of the TL (Savignon, 2002, p. 10).

1.5. Language Learning Strategies

Learning a FL requires L2 learners to make use of specific learning strategies (LLS) for regulating their own language learning process. Therefore, LLS play a crucial role in second or foreign language acquisition. Oxford (1990) stated that "strategies are especially

important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence” (p. 1). Oxford (1990) proposed the following definition to learning strategies in stating that they are “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (p. 8). Later on, she added a broader definition to the same concept by stating that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

Therefore, Oxford (1990) adopted the Strategy Inventory for Language Learning in order to categorize LLS into two different classes as “direct strategies” and “indirect strategies” but they are interrelated to each other. In other words, some of the strategies involve the direct use of the TL are known as “direct strategies”, while other strategies do not require direct use of the target language which are “indirect strategies”.

According to Oxford (1990), the first class “direct strategies” require dealing with the new language itself language directly in different tasks and situations. They are composed of *memory strategies*, *cognitive strategies*, and *compensation strategies* (p. 14). Memory strategies are those strategies which require the use of mental processes, e.g. encoding, storage, and retrieval of information by creating mental links in learning items in learners’ mind that support retention and remembering of information. Cognitive strategies are related to processing information and structuring it, e.g. sending and receiving messages, analyzing and summarizing, L2 comprehension, attention and awareness of L2 form and meaning, planning, and production, while compensation strategies enable L2 learners to use of specific ways to overcome their communication breakdowns, e.g. the use of “circumlocution”, “using mime or gestures”, and “switching to the mother tongue” in order to carry out the communicative goal (Oxford, 1990, p. 14).

For the second class, according to Oxford (1990) indirect strategies do not require involving the language directly, but rather indirect use of the TL (p. 15). This class is composed of *meta-cognitive strategies*, *affective strategies*, and *social strategies*. Meta-cognitive strategies which require a control of the learning process using organizing, self-monitoring, and self-evaluation. Affective strategies aid learners to express their emotions and feelings, and finally social strategies help them to learn and interact with others (Oxford, 1990, p. 15).

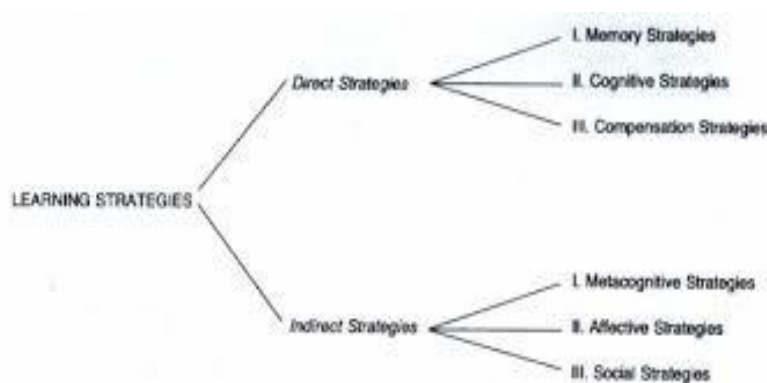


Figure 1.1. Oxford's (1990) Diagram of Strategy System

1.6. Definitions of Communication Strategies

According to Dörnyei & Scott (1997), the term of L2 CSs was first raised at the beginning of the 1970s believing the fact that there is a mismatch between L2 speakers' linguistic knowledge and their communicative intentions which guide them to use systematic ways in order to handle with breakdowns in communication (p. 174).

Dörnyei & Scott (1997) emphasized that the term of CSs in applied linguistics is usually debatable because various definitions were given to this term; therefore, there has been no consensus on its accurate nature or a correct definition for CSs:

“CS research does not lack controversies. There is no universally accepted definition of CSs; as a result, several competing taxonomies of CSs exist, including different ranges of language devices, from paraphrase to filled pauses from code-switching to

international meaning-negotiation mechanisms (such as clarification requests). In fact, in view of the widespread use of the term “communication strategy” in applied linguistics__ its coverage has by now become “compulsory” in any overview of L2 acquisition and use__ it is surprising how little CS researchers agree about what exactly these devices are” (p. 174).

However, Dörnyei (1995) in a previous, defined a CS as” a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty” (p. 56). Corder (1981) asserted that CSs are the strategies adopted by speakers which depend upon their interlocutors as an attempt to communicate and is determined by the knowledge of the language as well as the interlocutors’ knowledge about the topic of discourse (p. 103). Hence, a working definition was provided by Corder (1981) stating that “communication strategies are a systematic technique employed by a speaker to express his meaning when faced with some difficulty” (p. 103).

Besides, O’Malley and Chamot (1990) defined “communication strategies are particularly important in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language” (p.43). Poullisse (1984) assumed that CSs are “strategies which a language user employs in order to achieve his intended meaning on becoming aware of problems arising during the planning phase of an utterance due to his own linguistic shortcomings” (as cited in Kasper & Kellerman, 1997, p. 2).

From this part, Tarone (1981) defined a CS as “a systematic attempt by the learner to express or decode meaning in the TL, in situations where the appropriate systematic target rules have not been formed” (p. 287). According to Tarone (1981), the meaning of the notion “systematic attempt” is somehow unclear, and ambiguous to differentiate between a CS and a production strategy (p. 287). Therefore, the definition was modified to be “a conscious

attempt to communicate the learner's thought when the interlanguage structures are inadequate to convey that thought" (Tarone, 1981, p. 287). Furthermore, Faucette (2001) claimed that no individual's linguistic repertoire is perfect; all native and even non-native speakers are exposed to communication difficulties when attempting to convey their intended meanings, hence the learners seek to use CSs (p.1). Faucette (2001) declared that CSs are "the ways in which an individual speaker manages to compensate for the gap between what she wishes to communicate and her immediately available linguistic resources" (p.1). In addition, Lam (2006) defined CSs as "tactics taken by L2 learners to solve oral communication's problems" (p. 142).

1.6.1. Perspectives Underlying Communication Strategies:

There are two main perspectives appeared to define and view the use of CSs differently by language users. These perspectives are the psycholinguistic perspective and the interactional perspective Dörnyei & Scott (1997), Tarone (1990), Faerch & Kasper (1984).

1.6.1.1. Psycholinguistic Perspective

Faerch & Kasper (1983) defined CSs as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (Faerch & Kasper, 1984, p.47). Besides, Faerch & Kasper (1987) elucidated that the psycholinguistic definition proposed by Faerch & Kasper (1983) regards the use of CSs as a sub-category of verbal plans that language learners resort to use whenever they face problems in communication (p. 54). Faerch & Kasper (1984) further added that there are two important criteria for CSs in terms of problem-orientedness or potential consciousness (p. 47). That is, CSs can be problem-oriented when L2 learners confront a communication problem which requires them to activate an immediate strategic plan by adopting two ways of behavior. Faerch & Kasper (1984) suggested that learners can fix their communication problems either by changing the communicative goal through adopting avoidance behaviour (under the use of

reduction strategies), or by managing to handle with the problem through using achievement behaviour by creating an alternative message, and keeping the goal constant (under the use of achievement strategies) (p. 48).

Regarding the second criteria, CSs are potentially conscious since L2 learners are not always CSs consciously while communicating (Faerch & Kasper, 1984, p. 47).

Moreover, under the psycholinguistic view of this perspective, CSs are addressed learners' language production problems at the planning phase in which they need to put their efforts to manage coping with L2 problems. In other words, CSs are seen as tools to handle communication problems whenever they arise, which are different from other types of problem-solving devices, or repair-mechanisms (Dörnyei & Scott, 1997, p. 177).

1.6.1.2. Interactional Perspective

Tarone (1980) suggested a conceptual framework of defining in defining CSs more precisely in order to distinguish these from learning strategies, and production strategies (p. 420). According to Tarone (1980), CSs are defined as "mutual attempts of two interlocutors to agree on a meaning in situations which requisite meaning structures do not seem to be shared" (p. 420). Tarone (1980) clarified that CSs serve a tools in a joint negotiation of meaning where interlocutors seek to agree on a specific point as a communicative goal (p. 420). In other words, interaction was highlighted as the basis in this perspective. That is, the focus of this definition is on the interaction between the interlocutors and negotiation of meaning. Hence, interaction is the key element between that often contributes to get all of the interlocutors to find the right structure as well as meaning in order to say what they want to transmit to the others such as: mime, message replacement, and message replacement (p. 421).

In Tarone's words (1980), the interactional perspective contributes for the use of various repair-mechanisms which Tarone (1980) asserted that CSs are used as means by

native speakers in order “to clarify intended meaning rather than simply correct linguistic forms” (p. 424). In other words, learners need to do some efforts to negotiate their intended meaning by adopting certain strategies which include: paraphrase circumlocution, and mime (Tarone, 1980, p. 424).

1.7. Taxonomies of Communication Strategies

Much of the literature in the field of CS varies in terms of strategies used by L2 learners to cope with communication breakdowns. A variety of typologies have been proposed by various scholars in the field. This includes the works of Tarone (1977); Færch and Kasper (1983); Bialystok (1983); Paribakht (1985); Willems (1987); and Dörnyei and Scott (1995, 1995). These taxonomies are subsequently developed.

1.7.1. Tarone’s Typology (1977)

Tarone (1977) classified CS into five types: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime, and they are subsequently explained.

Avoidance strategy encompasses *topic avoidance and message abandonment*.

According to Tarone (1980), topic avoidance refers to the cases “when the learner simply does not talk about concepts for which the vocabulary or other meaning structure is not known”, while message abandonment refers to “when the learner begins to talk about a concept but is unable to continue due to lack of meaning, and stops in mid-utterance” (as cited in Hmaid, 2014, p. 25)

Paraphrase strategy includes *approximation, word coinage, and circumlocution*.

Tarone (1983) claimed that approximation refers to the “use of a single target language vocabulary item or structure, which the learner knows is not correct, but which shares enough semantic features in common with the desired item to satisfy the speaker (e.g. pipe for water-pipe)”. Word coinage takes place when “the learner makes up a new word in order to communicate a desired concept (e.g. air-ball for balloon)”. Circumlocution is used when the

learner describes the characteristics or elements of the object or an action instead of using the appropriate target language (TL) item or structure (as cited in Rababah, 2002, p. 14).

Conscious transfer involves *literal translation, language switch, appeal for assistance, and mime*. Literal translation refers to word by word translation from TL. Language switch takes place when the learner switches to the TL term instead of translation. In appealing for assistance learners clarify the correct term by asking each other. In the case of mime learners tend to use gestures instead of lexical items or actions (as cited in Rababah, 2002, p. 14).

Despite the fact that typologies differ from one scholar to another in terms of their classifications, existing strategies are found on the corresponding parts of the taxonomies. In this respect, it is found that avoidance strategies in Tarone's model (1977) are similar to the reduction strategies proposed by Dörnyei (1995), Færch and Kasper (1993), and Willems (1987), while paraphrase and borrowing are sub-types of achievement strategies. Mime and appeal for assistance are classified by Tarone (1977) as distinct categories, whereas in Tarone (1981) these two strategies are classified as borrowing strategies (as cited in Hmaid, 2014, p. 25) (see appendix A).

1.7.2. Færch and Kasper's Typology (1983)

Færch and Kasper (1983) classified communication strategies into two categories: *reduction and achievement strategies*.

Reduction strategies take place when learners avoid solving a communication problem by abandoning the original goal of the message; that is to say, in order to hide their language deficiency and avoid communicative problems, the intended communicative goal of the message is then altered. They are sub-categorized into formal reduction; in which parts of linguistic system are avoided, and functional reduction; in which the speaker's communication intentions are abandoned or reduced (as cited in Alahmed, 2017, p. 36).

On the other hand, achievement strategies occur when learners use already existing sources as alternative plans to reach the original goal. In other words, the original plan is substituted with a strategic one by extending or manipulating the available language system to convey the intended message. They are sub-categorized into compensatory strategies or non-cooperative strategies (Code switching, Foreignizing, Literal transfer, IL based strategies or inter-language strategies, Cooperative strategies, and non-linguistic strategies), and retrieval strategies in which the learner attempts to retrieve, or remember, the optimal form (Waiting for the term to appear, Appealing for formal similarity, Retrieve via semantic fields, Searching via other languages, Retrieve from learning situations, Sensory procedures)(as cited in Alahmed, 2017, p. 36).

In Faerch and Kasper's taxonomy, Tarone's five categories of CSs, with the exception of avoidance, are achievement strategies; whereas Faerch and Kasper's subtypes of reduction strategies are linked to Tarone's avoidance strategies (as cited in Alahmed, 2017, p. 31).

1.7.3. Bialystok's Typology (1983)

Based on her cognitive theory of language processing, Bialystok (1983) developed a psychological system of CS classification, and classified communication strategies into three categories: *L1-based*, *L2-based*, and *non-linguistic strategies*.

L1-based strategies (drawing upon the learner's mother tongue) include switching, foreignizing, and literal translation which are similar to Tarone's forms of conscious transfer. *L2-based strategies* (drawing upon learner's IL) include semantic contiguity description, and word coinage which are the equivalents of Tarone's approximation, circumlocution, and description. Non-linguistic strategies refer to the use of gestures and mime (as cited in Rababah, 2002, p. 15, Hmaid, 2014, p. 28).

Bialystok (1990) added another two sub-groups: *analysis-based strategies* and *control-based strategies*. The former ``examines and manipulates the intended concept`` by

making explicit the rational defining features, while the latter ``examines and manipulates the chosen form which required control over linguistic processes`` (as cited in Hmaid, 2014, pp. 28-29).

1.7.4.Paribakht Typology (1985)

Paribakht (1985) classified communication strategies into four categories “on the basis of type of knowledge utilized by the speakers for their realizations” (Paribakht, 1986, p.54). The four communicative approaches are *linguistic approach*, *contextual approach*, *conceptual approach*, and *mime*.

The linguistic approach, which exploits the semantic features of the target concepts, includes semantic contiguity, circumlocution, and meta-linguistic clues. The contextual approach, which exploits the speakers' contextual knowledge, includes linguistic context, use of TL idioms and proverbs, transliteration of L1 idioms and proverbs, and idiomatic transfer. The conceptual approach, which exploits the speaker’s world knowledge, includes demonstration, exemplification, and metonymy. All the strategies are further sub-categorized (as cited in in Alahmed, 2017, p. 31).

1.7.5.Willems’s Typology (1987)

Willems (1987) classified communication strategies into two categories: reduction and achievement strategies.

Reduction strategies are similar to the ones proposed by Færch and Kasper (1983) and which are previously discussed. They refer to adopting avoidance behaviour due to linguistic shortage so that to avoid communicative problems. Reduction encompasses formal reduction (in which parts of linguistic system are avoided), and functional reduction (in which the speaker’s communication intentions are abandoned or reduced). Whereas achievement strategies include paralinguistic and inter-lingual strategies. Willems’s categorisation of

reduction and achievement are quite similar to the one of Færch & Kasper (1983) and reduction strategies in Tarone's (1977) (as cited in Hamid, 2014, pp. 31-32).

1.7.6. Dörnyei & Scott's Taxonomy (1995)

Dörnyei & Scott (1995) classified communication strategies into three basic categories: *direct, indirect, and interactional strategies*. They are defined as the following:

Direct strategies provide an alternative, manageable, and self-contained means of getting the (sometimes modified) meaning across. Indirect strategies, on the other hand ... do not provide alternative meaning structures, but rather facilitate the conveyance of the meaning indirectly... preventing break-downs and keeping the communication channel open. Interactional strategies involve a third approach, whereby the participants carry out trouble-shooting exchanges cooperatively` (Dörnyei & Scott, 1997, pp.198.199).

Each one of the three categories are further sub-categorized into three types of communication problems (Dörnyei & Scott, 1997, pp.198.199).

Direct strategies encompass *resource deficit-related strategies* (e.g. code switching, mime, message abandonment, etc), *own-performance problem-related strategies* (e.g. self rephrasing and self repair), and *other-performance problem related strategies* (e.g. other repair).

Interactional strategies include *resource deficit-related strategies* (e.g. appeal for help), *own-performance problem-related strategies* (e.g. comprehension check and own accuracy check), and *other-performance problem related strategies* (e.g. guessing, asking for clarification, confirmation and repetition, etc).

Indirect strategies involve *processing time pressure-related strategies* (e.g. fillers and repetitions), *own-performance problem-related strategies* (e.g. verbal strategy markers), and *other-performance problem related strategies* (e.g. Feigning understanding).

Dörnyei & Scott's taxonomy is considered to be a summary of all the previous taxonomical description of CSs. However, they added new strategies to their taxonomy, namely, the use of similar sounding words (when a speaker is unsure of a lexical item in the L2, he/she uses a word (existing or non-existing) which sounds like the L2 item), the use of all purpose words (when the speaker expands a general word to the context where some words are lacking like the overuse of the words; thing, stuff...) , and mumbling (when the speaker swallows or mutters a word (or part of a word) because he /she is uncertain about the correct form) (as cited in Rababa'h, 2002, p. 21).

1.8. Factors Affecting the Use of Communication Strategies

Communication strategies use and choice that can be implemented in response to a communicative situation or a problem can be affected by certain factors or variables. Hence, the latter highly contribute to the choice and use of appropriate CSs by L2 speakers

1.8.1. Gender

As a matter of fact, there are many differences between males and females known as gender differences such as, way of talking, colors, and preferences. Therefore, several studies showed that females use learning strategies more than males do. According to Ehrman & Oxford (1998), females and males tend to use LLS differently in terms of social strategies use. That is, females tend to be more socially interactive than males, because social learning strategies contribute to increase the interaction between native speakers and enhance their motivation (p. 1). Furthermore, Green & Oxford (1995) stated that LLS differ from males to females globally report more strategy use than male (p. 266). In addition, E-Dib (2004) conducted a study on the choice of LLS by Kuwaiti learners in relation to culture (p. 85).

Therefore, E-Did (2004) asserted gender CSs use are mainly affected by the society and social context which play an important role in females' adoption of the strategies other than those generated by males. That is, the study resulted to conclude that males and females differ in terms of using LLS by being affected by the cultural milieu (p. 93).

1.8.2. Language proficiency

Chen (1990) mentioned that, "learners with different target language proficiency levels drew upon different sources of knowledge to solve their communicative problems" (p. 174). Chen (1990) conducted his study in a Chinese context in which he investigated the correlation between the use of CSs by L2 learners and their proficiency level of the target language. The study revealed that high-proficiency learners, who are more knowledgeable of the TL and have richer linguistic resources, tend to use less CSs. While, low-proficiency learners who have limited knowledge of TL, need to use more CSs to compensate more for their communication problems, and thus resort frequently to the use of CSs (p. 171).

Besides, Paribakht (1985) synthesized that learners with high levels richer linguistic knowledge of the TL tend to rely on linguistic approach, while those with low proficiency learners tend to adopt a conceptual approach to compensate for their communication breakdowns due to the lack of linguistic or cultural background (p. 56).

According to Poullisse and Schils (1989), the more proficient students' level is, the less they use CpS, and the other way around, the less proficient students' level is, the more they resort to use CpS to cope with communication breakdowns (p. 15).

In addition, Tarone (1977) stated that the choice of CS is related to the learners' proficiency.

The researcher found in that in story-telling tasks L1 and L2 speakers whose level is high tend to use more L2 based strategies. Whereas those with low-level resort to the use of avoidance strategies (as cited in Hmaid, 2014, p. 42).

1.8.3. First Language and Communication Strategies

According to Atkinson (1987), the use of CSs can be affected by the interference of the mother tongue. In other words, learners tend to use CSs that are related to their mother tongue in which the latter can be used to check comprehension of the concept behind a structure, or checking comprehension of a listening or reading text. Thus, L1 contributes to facilitate comprehension of meaning and content for the L2 (p. 243).

1.8.4. Task Type and Communication Strategies

One of the most influential factors on CSs choice is task type because of the task's demands. Poullisse and Schils' study (1989) was conducted to investigate the effect of foreign language learners' proficiency level on the use of compensatory strategies (CpS) by learners to solve their communication problems (p. 15). Poullisse and Schils (1989) further asserted that their study aimed to examine task-related factors on CpS by three Dutch learners of English (p. 15). Therefore, they claimed that learners' choice of CpS is based on task demands, contexts, and interlocutors. According to Poullisse and Schils' (1989) study, three groups of Dutch learners were given three different types of tasks, (picture description, story-telling, and an oral interview). They found that the type of CSs used by learners was affected by the type of the task demands, context, time constraints and interlocutors in which learners generated different CpS for recurring problems (pp. 37-38).

1.8.5. Personality and Communication Strategies

Personality traits play a crucial role in the choice and use of CSs. There are two types of personalities that can highly affect strategy choice and use: extrovert and introvert. According to Mariani (2010), the two personality dimensions tend to differ in the strategy choice and use by using strategies which previously explained: reduction and achievement. In other words, Mariani (2010) explained that extrovert learners who are more relaxed, risk-takers, sociable, and interactive people tend to use achievement strategies. While, introvert

learners who are reserved, less risk-takers, and hesitated people tend to use avoidance strategies due to certain causes, e.g. shyness, hesitation, and lack of motivation (p. 36).

1.8.6. Motivation

Dörnyei (1998) assumed that motivation is the driving force that initiates learning, and influences the rate and success of SLA until the planned goals are achieved (p. 117). Brown (2000) described motivation as a catch-all term for the success or failure of complex tasks. Besides, motivation is considered the key success in any task done by learners i.e., the more L learners are motivated, the better SLA takes place successfully (p.160). Moreover, Brown (2000) claimed that motivation is typically classified in terms of intrinsic and extrinsic motivation. In other words, intrinsic motivation refers the willingness of the learners to learn, to do, or to engage in an activity to enjoy it, and look for self satisfaction, or self-esteem. While extrinsic motivation refers to the learners' willingness to do an activity because of a specific reason such as avoiding punishment, or being rewarded (p.162).

1.9. Teaching Communication Strategies

Teaching communication strategies was a controversial issue among researchers whose opinions varied greatly. Respectively, two fundamentally different views have been recognized. Whereas several researchers argued for CSs training and stressed their crucial importance at developing learners' strategic competence (e.g. Dörnyei, 1995, Faucette, 2001, and Maleki, 2007). Some other researchers opposed formal instruction of CSs (e.g. Bialystok, 1990, Killerman, 1991, and Polisse, 1989). Both parts supported their views with considerable empirical and non-empirical studies that are subsequently mentioned.

The first view; 'the pros' advocating the teachability of CSs and argued that direct instruction of CSs can promote learner's SC and therefore enhance their communication skills. Færch & Kasper (1986) recommended three communication games (with visual support, without visual support, and monologues) to practise CSs. They also believed that learners'

meta-cognitive awareness could be raised through audio/video tape analysis of non-native and native speakers(NNS/NS) discourse(as cited in Rababa'h, 2015, p. 3). Dörnye (1995) concluded that “one educational approach learners might potentially benefit from in developing their coping skills could be the direct teaching of CSs”(p.78). Faucette (2001) in her study surveyed eight ELT text-books and provided some practical ideas on how to implement CSs training in the classroom. She, also, assumed that “teaching recommended communication strategies empowers students to participate in communication by helping them to not give up in the conversation” (p.27). Maleki (2007, pp. 583-594) confirmed the pedagogical effectiveness of CSs teaching after she conducted a study with Iranian EFL learners.

In contrast, the second view underlying the implementation of CSs rather than their performance `the cons` is concerned more with the underlying cognitive processes. In other words, CSs are meant to be reflections of learners' underlying psychological processes, therefore, Bialystok (1990) stressed that focusing on the surface structure, thereby, would not help enhancing CSs use. They found similarities between L1 and L2 learning and believed that learners' SC developed in L1 could be transferable to their L2 use. Bialystok (1990) insisted on the teaching of language itself rather than teaching strategies. Killerman (1991) wrote “teach the learners' more language and let strategies look after themselves” (as cited in Alahmed, 2007, p. 47).

1.10. Methods to Teaching Communication Strategies

There are few studies that have been conducted to investigate the effects of CS instruction on learners' strategic performance. A brief summary about some recent studies (Dörnye, 1995, Nakatani, 2005, Lam, 2006, and Maleki, 2007) is reviewed subsequently.

Dörnyei (1995) conducted a sixth-week strategy treatment course to assess CS teaching of 109 Hungarian learners of English. The study focused on teaching three CSs, namely, topic avoidance and replacement, circumlocution, and using fillers and hesitation devices. It followed a quasi-experimental design, included one treatment group received explicit training of targeted CSs and two control groups; one received no treatment but followed their regular EFL syllabus, and the other received general conversational training without any specific strategic focus. The Data was collected by means of oral and written tests before receiving the treatment and oral test after it. The elicited speech was recorded and transcribed. The results showed improvement, qualitatively and quantitatively, of strategy use (quality of circumlocutions and frequency of fillers and circumlocutions). Besides, learners developed high positive attitudes towards training and therefore their speech performance was improved. Dörnyei (1995) concluded by stating that “for the purpose of developing communication strategies...a more focused and even explicitly didactic approach is possible” (p. 80). Although the study showed positive evidence on the teachability of CSs, it was limited to the investigation of only three types of CSs.

Nakatani (2005) carried out a twelve week EFL course based on a communicative approach to assess CSs use of 62 Japanese female learners at a private school. They were divided into two groups. The experimental group received explicit strategy training, whereas the control group received only the normal communicative course. The study focused on the training of the following CSs: paraphrasing, help-seeking, modified interaction, modified output, time-gaining and maintenance strategies. The aim was to examine to what degree these strategies can be explicitly taught, and the extent to which strategy use can lead to improvements in oral communication abilities. The data were collected using the participants' pre-and post course oral communication test scores, transcription data from the tests, and retrospective protocol data for their task performance. The results showed that participants in

the strategy training group significantly improved their oral proficiency test scores compared to those in the control group. It also confirmed that the participants' success was partly due to an increased general awareness of oral communication strategies (OCSs) and to the use of specific OCSs, such as maintenance of fluency and negotiation of meaning to solve interactional difficulties. The study, however, lacked random assignment of participants into experimental and control group. In addition, there was no post-test that could provide information concerning the longitudinal effects of the strategy training on the students' oral proficiency. Last but not least, factors such as age, and proficiency level...were not taken in consideration to ensure that both groups were equal. (Nakatani, 2005, pp. 76-87)

Lam (2006) designed an interventionist study to examine the effects of oral communication strategy training on learners' performance and strategy use. Two groups were selected in the secondary ESL classroom in Hang Kong to participate in the study. They were divided into treatment and control groups. The former received eight hours of explicit strategy training whereas the latter received only group discussion activities. The eight target CSs were paraphrasing, resourcing, self repetition, self correction, fillers, clarification request, asking for repetition, and asking for confirmation. The data needed were collected using self-report questionnaires, observations of learners' strategy use, and stimulated recall interviews. The findings showed that participants of the treatment group generally outperformed the control group on discussion tasks and self-efficacy, whereas no statistically significant differences were found between the two groups in their oral performance. In addition, the study indicated that oral communication strategy teaching (OCST) might lead to the enhancement of learners' self-efficiency. However, a major deficiency characterizing the study is that the two groups were taught by two different teachers and participants' gender was not identified. Only group performance was assessed rather than individual performance

which “might have affected the findings regarding English proficiency as it is best tracked on an individual basis” (Lam, 2006, p. 152).

In her study, Maleki (2007) conducted a fourth-month experimental study to examine the effect of communication strategy teaching (CST) and the feasibility of incorporating them into school syllabi. Sixty intermediate Iranian EFL learners were randomly selected and divided into two groups of thirty students each; then two different textbooks, one with specific CS (for the treatment group) and the other without them (for the control group), were chosen to be taught in the classes. The following CSs were taught to the treatment group: approximation, circumlocution, word coinage, appeal for help, foreignizing, and time stalling devices. The data were collected using the Cambridge ESOL speaking test and an achievement written test. The study showed that the treatment group outperformed the control group which, evidently, confirmed the pedagogical effectiveness of CST. Maleki (2007) stated that “interactional strategies are more effectively and extensively used, that communication strategies are conducive to language learning, and that language teaching materials with communication strategies are more effective than those without them”(p.593) .

Conclusion

This chapter dealt with introducing and defining the notion of CSs in the process of SLA. It also contained various definitions of CSs by many researchers in the field. Besides, it tackled the two different perspectives which define CSs based on fundamental aspects. Moreover, it described the different factors which influence the use of CSs. In addition, this discussed the different taxonomies given by several researchers who contributed to classify CSs in different ways. Finally, it revealed the empirical studies that had been principally made on the teachability of CSs.

COMMUNICATION STRATEGIES AND TASK TYPE

Chapter Two: Tasks in EFL Classrooms

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Introduction

Classroom tasks are important parts of effective teaching and learning process. EFL urges for the use of different task types to provide learners with many opportunities to use the TL appropriately. Hence, this chapter sheds light on the use of different task types that play a crucial role in the learning process. It also deals with the different theoretical frameworks which stress on the use of meaningful tasks in order to develop learners' communicative competence. Besides, it tackles the major roles that teachers and learners play in the communicative classroom during task performance. Furthermore, it describes the general guidelines about the different types of tasks carried inside the EFL classrooms. It also contains research into task types and communication strategies.

2.1. Communicative Language Teaching

Communicative language teaching (CLT) or it can be referred as communicative approach is a theory in foreign language teaching and learning. Savignon (2002) defined it as a set of processes and goals in classroom learning (p.1). Richards and Rodgers (2001) emphasized that CLT starts from a theory of language as communication in language teaching (p. 159). Different researchers like Hymes (1972), Savignon (2002), and Richards & Rodgers (2001), proved that one of the key goals in CLT is to develop the concept of CC which is one of the factors that led to its development of CLT. Besides, Freeman (2000) claimed that CLT aims broadly at applying the central theoretical perspective of the approach by highlighting CC as a basic goal and emphasizing the differentiation between language and communication (p. 120). Hence, the essence of CLT is the engagement of learners in communication in order to allow them developing their CC.

CLT emerged in the 1970s as a reaction to the failure of the previous approaches. Brown (2000) pointed out, that it sheds light on radical changes of the traditional teaching method. According to Harmer (2001), CLT puts its emphasis on “what to teach aspect” which gives importance to learn language functions rather than focusing only on vocabulary and grammar (p. 84). Hence, Harmer (2001) added that CLT urges to train learners to use language to communicate authentically in different contexts. In other words, it focuses on learners’ interaction and communication through the plentiful exposure of the opportunities to use the target language, communicate, and interact in different communicative activities (pp. 84-85).

Richards & Rodgers (2001) advocated that one of the basic goals CLT seeks to achieve and highlight is communication inside the classroom (p. 156). Freeman (2000) stated that, CLT views that language should be used authentically in real contexts because language is a tool for classroom communication. Thus, language use is highlighted to enable learners to express their ideas or opinions since CLT puts its focus on the process of authentic communication rather than paying attention to language forms. Moreover, communicative interaction enhances learners’ performance to negotiate meaning in many opportunities across different social contexts where the utterances of the communicative event take place (pp. 125-127).

Besides, Freeman (2000) added that CLT emphasizes the use of communicative activities inside the classroom as the core elements of this approach. In other words, it is a learner-centered approach in which students should be active to engage in communicative activities (p. 129). This approach provides learners with many opportunities and learning environment to use authentic language. Widdowson (1978) emphasized that learners should “use language to learn it” rather than “learning language to use it” which is the basic principle of CLT. That is, to teach language as communication, as use rather than focusing on language usage (p. 15). Therefore, learners are

fostered to use language through communicative activities and it is designed to address the learners' communicative needs.

One of the fundamental factors that lead to the development of CLT is communicative competence. Savignon (2007), emphasized that through the learners' engagement in an authentic communication, their communicative competence will be developed (p. 209).

2.2. Task-Based Language Teaching

Task-based language teaching (TBLT) has gained the interest of many researchers since the 1980s. TBLT is also known as task-based learning or task-based instruction is an approach to language teaching and learning. Shehdah (2005) asserted that TBLT suggests using tasks as central components in the language classroom due to the provision of plenty contexts which mainly activate the learners acquisition processes, and thus promote L2 learners to foster their language learning. Hence, TBLT is primarily a theory of language learning instead of a theory of language structure (p. 15).

Based on his research on the "Bangalore Project" (1987), Prabhu initiated the TBLT framework. It has its origins from CLT approach as communicative approaches to language teaching. TBLT is an offshoot of CLT as stated by kumaradivelu (2006). The researcher further asserted that TBLT presents a learning environment where learners learn the language by practising authentic communication in the classroom context (p. 66). Hence, TBLT proposes tasks as the basic unit in teaching a FL.

Richards & Rodgers (2001), referred to TBLT "as an approach based on the use of tasks as the core unit of planning instruction in language teaching", they further emphasized that TBLT proposes the concept of "task" as a central unit of planning and teaching. It is considered "a theory of learning" rather than a theory of language (pp. 223-226).

Furthermore, Richards & Rodgers (2001) added that TBLT focuses on asking students to do meaningful tasks using the target language to increase their motivation, which is based on the use of authentic language in the first place to foster learners' ability to use the target language in real-life situations (p. 229).

According to Freeman (2000), TBLT seeks to provide learners with a natural context for language use. As learners are exposed to work on, or complete tasks, they are provided with plenty opportunities that can help learners to comprehend better via interaction. Consequently, doing tasks result in communicative interaction, and thus it facilitates language acquisition (p. 144). Therefore, TBLT can be defined as an effective approach which provides learners with a learning context, where real and meaningful communication is considered as the primary characteristic of language learning (Willis, 1996, p. 14).

Nunan (2004) described TBLT as an approach which is based on supporting certain characteristics in the learning process. In other words, TBLT is an approach based on content-selection. It emphasizes on engaging learners to communicate using the TL through the interaction while performing tasks with the inclusion of authentic texts in different learning situations. Besides, TBLT exposes learners to different opportunities in order to focus on the learning process, and not merely the language itself. That is, the more learners are engaged in classroom tasks, the more they enhance their communicative abilities. Consequently, through language classroom tasks, learners can benefit using the language outside the classroom (p. 1).

Furthermore, Nunan (2004) elucidated that TBLT encourages learners for the communicative involvement in pedagogical tasks which contributes for a sophisticated condition in the success of SLA (p. 21).

2.3. Task Definitions

Tasks have gained the interest of many researchers in the field of SLA, as they represent the central unit in learning a foreign language; therefore, many researchers contributed to give various definitions to the term 'task'. Although tasks were defined differently, they all emphasize the fact that they involve communicative language use in which the main focus should be on meaning rather than form by learners.

To begin with, Prabhu (1987) defined the term task as "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (p. 24). Moreover, Nunan (1989) in his book "Designing Tasks", defined a task as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). The task should also have a sense of completeness in order to be able to stand separately as a communicative act.

Another definition was given by Long (1985), in which he defined tasks looking at what people usually do in real-life:

A "task" is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between (as cited in Nunan, 1989, p. 5).

This definition was considered non-technical and non-linguistic by many authors. Nunan (1989), disagreed with Long's definition as "it describes the sorts of things that the person in streets would say is asked what they were doing" (p. 5). As opposed to Long's definition in which he emphasized only on what people usually do in their real life. Another definition was given by Skehan (1998), (as cited in Willis and Willis, 2007, p. 12). He described a task as an activity in which:

- meaning is primary
- learners are not given other people's meaning to regurgitate
- There is some sort of relationship to comparable real-world activities
- Task completion has some priority
- The assessment of the task is in terms of outcome.

Furthermore, Willis (1996) is another figure who contributed to the use of tasks in language classroom. According to Willis (1996), he stated that "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23). Finally, another definition was given by Ellis (2003) in his recent book which looks at "task" from a language acquisition perspective than a pedagogical one. Ellis (2003) defined tasks as following:

A task is a work-plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the ways language is used in the real

world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes (p. 16).

In Ellis' definition, the focus was put on pragmatic processes that enable learners to give primary attention to the content as well as meaning so that they can achieve a correct language use under the different circumstances that encounter learners. This latter, requires learners to cope with such situations by using their linguistic resources, different structures, or oral and written skills.

3.4. Task Features

Tasks have some basic distinctive features that are agreed upon by most of TBI advocates. According to Ellis (2003), tasks must satisfy the following criteria; they have a work plan and a clear defined communicative outcome, involve primary focus on meaning, real world processes of language use, any of the four language skills, and engage cognitive processes (p.9-10). These features are summarized subsequently.

2.4.1. A task is a work plan

As Ellis (2003) suggested, the plan involves an outline of how tasks will be done and what learners are expected to do to reach the task completion (p. 9). The process of task completion, however, may or may not match the intended work plan. Breen (1989) explained this as a mismatch between task as a work plan (involves objectives, content and procedures), and task as a process during which the plan is redrawn according to teachers' and learners' knowledge and experience of past work plans (p. 188).

2.4.2. A task has a clearly defined communicative outcome

Ellis (2003) stressed that task has an outcome other than the use of language, which goes hand-in-hand with Bachman and Palmer's (1996) definition of task as "an activity that involves individuals in using language for the purpose of achieving a particular goal or outcome in a

particular situation” (as cited in Willis & Willis, 2007, p. 12). That is to say, it has a non-linguistic outcome; stressing the use of language to reach the outcome rather than stressing the language as an end in its own.

2.4.3. A task involves a primary focus on meaning

Ellis (2003) stated that language is used pragmatically (processing the semantic and pragmatic meaning) rather than displaying it. That is to say, learners should be engaged in communicative tasks or activities that require using language in a meaningful context by focusing primary on conveying meaning. When engaging them in doing such tasks, they practise a variety of linguistic and non-linguistic structures to complete the task. Therefore, tasks put some constraints on learners (supply the content) but learners are the ones who choose which resources they need with some facilitation from the teacher to complete the task (p. 9).

2.4.4. A task involves real world processes of language use

Nunan (1989) Classified classroom tasks into two types “real world” and “pedagogical” tasks (p. 40). Real world tasks are designed to practice activities and skills that learners need outside the classroom. Ellis (2003) stressed that “the processes of language use that result from performing task, for example, asking and answering questions or dealing with misunderstandings, will reflect those occur in real world communication” (p. 10).

2.4.5. A task involves any of the four language skills

Ellis (2003) set it out clear that tasks may involve one or a combination of the four language skills; listening, speaking, reading, and writing. Also, tasks may be dialogic or monologic (p. 10).

2.4.6. A task engages cognitive processes

According to Ellis (2003, p. 10), the cognitive processes such as “selecting, classifying, ordering, reasoning, and evaluating information” are required to the accomplishment of the task. Ellis believes that learners’ language choice is influenced but not determined by those cognitive processes. The cognitive choice of the language forms to represent these functions is, however, left to learners.

2.5. Task Rationale

Classroom tasks are principally rationalized into two types in terms of their implementation: “real-world” or “pedagogic tasks”. According to Nunan (1989), real-world tasks are defined in terms of what the learners need to apply outside the classroom. In other words, real-world tasks provide learners with opportunities to practise the language authentically beyond the classroom. These tasks reflect real-world uses and prepare learners for a rehearsal of the things that they are going to need outside the classroom. For example, listening to the news enable learners to use their listening and develop their thinking skill as well. On the other hand, pedagogical tasks are defined in terms of what the learners need to apply in the classroom rather than outside the classroom. That is, pedagogical tasks are particularly designed to be carried in the classroom to require learners the use of specific types of language inside the classroom. For example, reading a written passage and then answering yes/no questions which enable learners to distinguish between true and false statements (pp. 40-41).

3. Task Components

Generally, task components are what make a task well-established and meaningful in terms of using it, thus many researchers proposed different task components. To begin with, Nunan’s perspective (1989), tasks are composed mainly of four components: the goals, the input, the

activities, and finally the roles of the teacher and learners. First of all, Nunan (1989) declared that tasks should start with goals. That is, goals or aims are the statements which describe the general intentions behind the selected task. These goals can be explicitly or implicitly stated (p. 48). Then, input or data refers to the information learners are provided with and from which they depart to do the learning task (p. 53). Next, activities specify what learners will actually do with the given data which forms the point of departure for the task (p. 59). In addition, Nunan(1989) clarified that teacher and learners' roles are implied implicitly in learning tasks. Hence, learners' role refers to the role that learners play to perform the learning tasks communicatively and interacting with their teacher and other participants (p. 79). Besides, teachers' role refers to the teacher's guidance inside the classroom, in which the teacher plays the role of a facilitator and the role of being the source of knowledge should be transmitted to his students (p. 84). Finally, Nunan (1989) concluded that setting refers to the classroom environment in which learning takes place, it also considers where and how the task is carried out, whether it is wholly or partly, an individual, a pair or group work (p. 91).

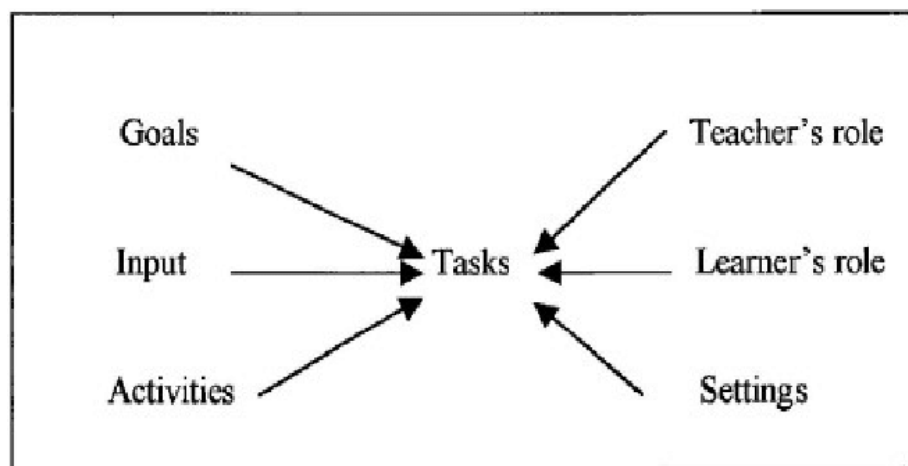


Figure 1: *Nunan's Framework for Analyzing Communicative Tasks*

According to Breen (1989), there are five interrelated components of any learning task. Firstly, task objectives which relates to the initiative purpose of teachers behind engaging their learners in tasks. Besides, task content refers to the input learners are provided with. Next, task procedures explained to the learners the steps they should follow to perform a task. In addition, learner contributions imply learners' knowledge, skills, and abilities they contribute by to solve the task. Finally, task situation involves the learning environment where tasks occur.

Finally, Candlin (1987) stated that there are seven task components which are: input, roles, setting, actions, monitoring, outcomes and feedback. Input refers to the data given to the learners to work on. Roles determine the relationship between participants in the task. Setting refers to the learning context where tasks are conducted and completed. Actions are the procedures or steps that learners undertake to perform a task. Monitoring refers to the control or supervision of tasks. Outcomes are the aims or goals behind the task and feedback has to do with the evaluation of the task (as cited in Nunan, 1989, p. 47).

When designing classroom tasks, certain components are commonly shared among the classroom tasks in terms of their implementation. Thus, Nunan (1989), Breen (1989), and Candlin (1987) distinguished between different task components; however, there are common components between them such as: input, objectives, procedures, and settings.

4. Phases of Task Based Framework

The phases of TBLT have been sequenced according to different frameworks proposed by researchers (Ellis, 2003; Lee, 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996). In general, TBLT assume three stages though named differently their main actions and objectives are the same. Ellis (2003) named these as pre-task, during task, and post task which are the pre-task, task cycle and language focus in Willis's (1996) division.



Figure 2: Willis' Task-Based Learning Framework (1996).

2.7.1. Pre-Task

The pre-task phase works as a preparatory stage for the topic and the task itself. It takes between two to twenty minutes, depending on how familiar the topic is for the learners and the type of task (Willis, 1996, p. 42). It starts with a warm up that sparks learners' attention and motivation to the topic through using materials, such as pictures or recordings, to lead into the topic, and activate their prior-knowledge about the topic. In this process, teachers may observe what their learners actually know about the topic and what they need to know. They should prepare their learners lexically (highlight vital new and topic-related words and phrases) for the task. Teachers may do this by presenting the language their learners need to do the task so as to boost their confidence in handling the task. Teachers, in this stage, may support their learners by introducing preparatory activities or tasks that are similar to the ones they are supposed to perform in the next phase. In so doing, teachers may enhance their learners' competence in undertaking the main task, offer various ways to help understanding task instructions, and allocate learners time for task planning (Willis, 1996, pp. 42-50).

2.7.2. Task Cycle (During Task)

The task cycle is the main part of the task based framework and it is divided into three stages: the task, planning, and report. In the task stage, the students do the task in pairs or groups. The teacher here plays the role of a monitor and guide-on the side, encourage his/her student to work. However, teachers should not focus a lot on correcting their learners' errors. This may help them to gain fluency and confidence in themselves as communicators.

In the planning stage, students make drafts of oral or written plans of how they did the task and what they discovered and then prepare a report of the outcome. They redraft the plans and make ready then to the audience. Here, the teacher acts as a language adviser, help learners to correct their errors and support them by suggestions.

In the report stage, learners briefly present their reports to the whole class. Other learners, listen, exchange their reports and compare the findings. The teacher should play the role of a chairperson; comment on the reports and facilitate the use of language (Willis, 1996, pp. 53-64).

2.7.3. Language Focus

Language focus is the last phase of the TBL framework. It includes analysis and practice. At this stage, the emphasis moves on to language form and use. In the language analysis activities, learners examine specific features of language through examining and analyzing ``consciousness-raising activities`` designed on the basis of texts, examples, or transcripts used during the task cycle. Learners focus on different aspects of language use and form, identify and classify common words and phrases and then practise them. This is usually done at the end of each analysis activity. The aim of such activities is to draw learners' attention to language form,

broaden their understanding, and ensure their recognition of similar words in different exposure so that can carry on learning outside the classroom (Willis, 1996, pp. 109-114).

2.8. Task Types

There have been different classifications of tasks proposed by various TBI researchers (Pica, Kanagy, and Falodun, 1993; Prabhu, 1987; Nunan, 2001) resulted in a variety of task types.

According to Pica, Kanagy, and Falodun (1993), tasks are categorized into five groups: jigsaw, information-gap, problem-solving, decision-making, opinion exchange, and role play tasks. In Jigsaw tasks, learners construct whole information from different informational parts, where each part is held by different learners who cooperatively contribute to constructing the whole. Information-gap tasks encourage groups of students who have different sections of a text to share text information with each other in order to form a complete text. Problem-solving tasks provide a problem and some information and instruct learners to find a solution to that problem. In decision-making tasks, learners are given a problem with a set of solutions, and they attempt to make a joint decision by negotiating and discussing these solutions. Finally, opinion exchange tasks also promote discussions among learners. Learners are expected to share their own ideas and understand others' opinions in regards to some topics (as cited in Richards & Rodgers, 2001, p. 234).

Prabhu (1987) set out three categories of tasks based on the cognitive processes they evoke: Information-gap, reasoning-gap, and opinion-gap tasks.

a. Information-gap tasks, in which the information need to be exchanged and transferred from one person to another, from one form to another, and from one position to another. For instance, in pair work activities, each member is given a part of information (for example an incomplete

picture) which needs to be transmitted verbally taking into account the criteria of correctness and completeness (p. 46).

b. Reasoning-gap tasks, in which the processes of inference, deduction, practical reasoning, or perception of relationships are used to derive new information from given ones, for instance, working out a teacher's time-table on the basis of given class timetables. Such kinds of tasks require comprehending and transmitting information. However, the latter does not have to be identical with the former (p. 46-47).

c. Opinion-gap tasks, involve learner's personal preferences, feelings, or attitudes in response to a given situation. One example is discussing social issues where learners take part in the discussion, share their personal ideas, and give arguments to support their opinions. The outcome varies from one individual to another since they share different views (p. 47).

Nunan (2001) proposed a different categorization of tasks: real-world and pedagogical tasks. Real-world tasks are designed to practise activities and skills that learners need outside the classroom and reflect real-world language use. Pedagogical tasks, however, are communicative ones that facilitate language use in the classroom. This type of task is unlikely to be performed outside classroom context (p. 40).

2.9. Teacher's and Learners' Roles

Richards and Rodgers (2001) devoted specific roles for learners and teachers under the framework of TBLT. Learners and teachers play certain role(s) in carrying out learning tasks (pp. 235-236).

2.9.1. Teacher's Roles: According to Richards and Rodgers (2001), teachers play three important roles in foreign language classroom. The teacher plays the roles of selector and sequencer of tasks, preparing learners for tasks, and raising-consciousness (p. 236).

- **Selector and Sequencer of Tasks:** Teachers, in this case, play a central role in choosing, designing, and adjusting tasks and then forming these tasks into instructional sequence taking into the learners' needs, expectations, and language skill level (Richards & Rodgers, 2001, p. 236).
- **Preparing Learners for Tasks:** Concerning the second teacher role, learners should be trained for pre-tasks preparation because of the crucial importance of the former for language learners. Therefore, these activities might encompass certain instructions like: topic introduction, précising task instructions, as well as supporting learners to learn and recall beneficial words and phrases that highly contribute for the overall accomplishment of the task (Richards & Rodgers, 2001, p. 236).
- **Consciousness Raising:** Finally the last role implies that one of the most important teacher roles is to raise the learners' awareness to the linguistic items displayed in the task, by motivating them to participate in the task. Moreover, to raise learners' awareness towards words structures and meanings, they need to do tasks. That is, learners can develop their skills and enrich their knowledge to perform different tasks (Richards & Rodgers, 2001, p. 236).

2.9.2. Learners' Roles

According to Richards and Rodgers (2001), the TBLT is a learner-centered approach that considers learners as no more passive receivers of knowledge. They indeed play an active role in the learning process by being group participants, monitors, risk-takers, and innovators (p.235).

- **Group Participant:** The first role that L2 learners play is that they are asked to perform many tasks in the classroom whether in pairs or small groups. Therefore, assigning tasks for learners to do either individually or collectively may involve a kind of adaptation for

all the learners who are more accustomed to whole-class and individual work (Richards & Rodgers, 2001, p. 235).

- **Monitor:** Tasks are used for the sake of facilitating learning. Thus, they are implemented in classrooms in order to have opportunities for learners to notice the language use in communication. Consequently, learners are going to pay more attention to use of language in specific communicative contexts (Richards & Rodgers, 2001, p. 235).
- **Risk-taker and Innovator:** Learners can be risk-takers when they achieve the tasks goals by motivating them to, produce, explain messages the linguistic resources and contextual clues hence, learners can develop certain skills such as working on guessing meaning from context, asking for explanation or consulting with other peers (Richards & Rodgers, 2001, p. 235).

2.10. The Role of Instructional Materials

Teaching materials are considered as resources that the teacher uses to give instructions for learners. For instance, visual-aids, text books, audio-books ... etc. According to Richards and Rodgers (2001), under the framework of TBLT, instructional materials are of a crucial importance for they sufficiently provide supply of appropriate classroom tasks (p. 236). Teaching materials should be adapted to suit learners' level to make them to perform the instructions appropriately.

2.11. Task Type and Communication Strategies

Many researchers in the field of language teaching consider tasks as pedagogical instruments that may develop learner's CC (Ghout-Khenoune, 2012, p. 772). Studies on the area of CSs argued that there is a relationship between the task type and the frequency and the quality of CSs used by learners. These strategies seem to be affected by the focus of the task: demands,

time given for its realization, and the learners' familiarity with the activity, etc (Poulisse & Schils, 1989; Dobao (2001); Rabab'ah & Bulut, 2007; Ghout-Khenoune, 2012). These studies are subsequently developed.

In their study, which aimed to investigate the Influence of Task and Proficiency-Related Factors on the Use of Compensatory Strategies, Poulisse & Schils (1989) argued that the type of CSs use is influenced by the task type. She investigated the influence of three different tasks namely: a picture description task, a story retell task, and an oral interview with a native speaker of English. She concluded that the obtained data indicated that task-related factors such as task demands, context, time constraints, and the presence or the absence of an interlocutor significantly affected the choice of Cps (p. 15-48). The effects of each factor on the choice of Cps are subsequently explained.

Task demands, the instruction for picture description task required the subjects to solve all lexical problems (posed by the photographs). In the story telling and interview tasks, however, learners could leave some problems unresolved without having an effect on the accomplishment of the task. Particularly in the interview task, the subjects could decide to risk misunderstanding on the part of the interlocutor if they judged a message to be of little relevance. Thus, she put it clear that picture discretion task required a higher level of clarity than did storytelling and interview Tasks (Poulisse&Schils, 1989, pp. 37-38).

Context, The first tasks was less contextualized since the problems were not embedded within a context as the photographs were presented in isolation. Contrarily, in the second and the third tasks, the stories and the interview, did provide contextual information. Consequently, in the first task all information had to be contained in the CpS themselves. In the second task and

the third tasks, however, learners could rely on the context to provide further information (Poulisse&Schils, 1989, pp. 37-38).

Time Constraints, there were no time constraints in the three implemented tasks. However, after having carried out the second task, some subjects reported that they had abstained from using elaborate CpS for recurring problems because they felt it was awkward to keep repeating the same lengthy utterances. In the third task conversational rules may have presented a time constraint. As Beattie (1980) reported, pauses longer than five or six seconds may cause the speaker to lose his or her turn. Thus, in the first task the subjects could spend as much time on the elaborating CpS, whereas, they could not do so in two remaining tasks (Poulisse & Schils, 1989, pp. 37-38).

The Presence of an Interlocutor, there was no interlocutor present in the first and the second tasks, while in the third task there was. Thus, the possibility of obtaining feedback in the third task enabled subjects to check whether a CpS had been sufficiently well understood and applied Poulisse & Schils, 1989, pp. 37-38).

Dobao (2001) explored the use of CSs in three tasks: a picture story, a photograph description and a conversation. He concluded that task-related factors, such as the type of discourse, its cognitive complexity, and presence of an interlocutor had a significant effect on the use of CSs. For instance, achievement strategies were used more often in conversation and photograph description than in the picture story task. (These strategies include ‘approximation’ ‘word coinage’ and ‘circumlocution’ ‘mime’ and ‘appeal for assistance’ whereas avoidance strategies involves topic avoidance’, message abandonment’, message reduction’, and semantic avoidance’(p. 39-61).

Another study made by Rabab'ah and Bulut (2007) that investigated the influence of two task types: an interview and a role-play on the use of compensatory strategies (CpSs). It was found that the interview task yielded more CpSs (416 cases) compared to role-play task (63 cases). Two reasons for this were suggested: first was the fact that the interview task was more cognitively challenging, and required a wider and more difficult range of vocabulary items than the role-play task. Second might be attributed to the fact learners limited their talk to the speech acts, in the role play task made them not use vocabulary items of their own (Rabab'ah and Bulut, 2007, p. 99-103).

In a more recent study, Ghout-Khenoune (2012) analyzed the CSs used by Algerian University EFL students when performing two different communicative tasks: a picture-description and a free-discussion. Findings indicated that the task mainly affected the learners' quantity of CSs but not the type (quality) of communication strategies used by the participants as they used similar CSs to tackle the problems arising in each task. Ghout-Khenoune (2012) explained the phenomenon through analyzing three factors in relation to the nature of the two tasks: task demands, context and time constraints. The findings proved that the three factors affect the learners' strategic behaviour. Moreover, it was observed that free-discussion demanded a higher number of CSs, mostly attributed to the task requirements, as this activity encouraged the learners to use more language, hence more strategies, to be able to discuss the topic provided (Ghout-Khenoune, 2012, 770-778).

From the studies mentioned above, it can be seen that task-related factors, such as task demands, the type of discourse, time constraints as well as the presence or absence of interlocutors do all affect learners differently. These factors do, as well, affect learners' use of CSs.

Conclusion

To conclude, the purpose of this chapter was to provide an overview about the implementation of various task types in EFL classrooms. It also highlighted the significance of assigning different task types in providing opportunities for the learners to be exposed to real-world situations. Furthermore, it gave further clarifications about two frameworks in the field of language teaching and learning, namely CLT and TBLT that support using communicative tasks in the classroom to facilitate the success of SLA. It also shed light on the features for identifying tasks, task rationale which classified tasks into two types (real-world and pedagogic tasks). In addition, the chapter in hand explained task components and features along with different task types in classroom. Finally, the chapter ended with exposing major empirical studies on the relationship between task types and CSs.

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Chapter Three: Research Methodology and Data Analysis

Introduction

The current chapter is devoted to the practical part of the present study, which aims at exploring the use of CSs and task type in EFL classroom. It presents the methodological design of the study. It deals with the description of data collection procedures (the stimulated recall learners' interview and teachers' questionnaire). It provides the analysis and interpretation of the findings as well as an overall discussion of the results and suggests some pedagogical recommendations on the implementation of task types to enhance EFL learners' use of communication strategies.

3.1. Research Methodology

The research in hand incorporates both a qualitative and quantitative data collection. It is based on the mixed research approach in order to meet the requirement of the study. Hence, Dörnyei (2007) described that "a mixed approach involves different combinations of qualitative and quantitative research either at the data collection or at the analysis level" (p. 24).

Firstly, the qualitative data collection is adopted through the use of the introspective method that is the most used to shed light on the use of communication strategies by EFL learners underpinned by the implementation of various tasks. Thus, to investigate the use of CSs, the introspective method is adopted throughout the use of the stimulated recall interview (SRI) and think-aloud protocol. These two techniques are usually implied differently in terms of the timing. That is to say, the Stimulated Recall, as the name suggests, can be implemented after the task/ process is implemented, whereas, the think aloud protocol should take place concurrently to the examined process (Dörnyei, 2007, p. 147).

Hence, the SRI is adopted in the current study to gather the needed data in order to give enough chances to EFL learners who are involved in the study to think about the use of

different communication strategies. Gass and Mackey (2000) defined “stimulated recall interview as a subset of a range of introspective methods that represent a means of eliciting data about thought processes involved in carrying out a task or activity” (p. 1). Gass & Mackey (2000) emphasized that “the assumption underlying introspection is that it is possible to observe internal thought processes at some level and can verbalize those processes” (p. 17). Moreover, SRI can be used to prompt participants to recall thoughts they had while performing a task or participating in an event. It is assumed that some tangible (perhaps visual or aural) reminder of an event will stimulate the recall of the mental processes in operations during the event itself.

Secondly, the research in hand relies, as well, on a questionnaire to retrieve relevant data from teachers in order to investigate their perceptions about the correlation between the implementation of various tasks and EFL learners’ use of CSs.

3.2. Population and Sampling

The current study was conducted at ‘Royal School’ private school in Jijel (Algeria) province. It involved two groups of Upper-Intermediate (communication level) English students (the only ones at this level) at the school taught by two different teachers. The first group consisted of fourteen (14) students while the second involved twenty (20). The total number of the sample was thirty four (34) students, their age ranges from seventeen (17) to nineteen (19) years old. The sample was selected on the basis of learners’ proficiency level. The rationale for targeting this population in particular, the Upper Intermediate level learners, is that they are expected to communicate more than other learners in other levels who are guided with the activities prepared and designed by their teachers. Besides, a sample of eighteen English language teachers (the total number of teachers in the school) from the same school was involved to fill in the addressed questionnaire.

3.3. Data Collection Procedures

The mixed research approach was adopted to conduct the study. It combines the use of both the qualitative (SRI) and quantitative (teachers' interview) data collection tools as they seem to be appropriate instruments to investigate the current study.

3.3.1. Stimulated Recall Interview

The SRI was the first implemented tool to gather the required data. According to Gass & Mackey (2000) described the SRI as a tool used to sustain participants to recall the different thoughts that they had while performing a given task (p. 17). Additionally, SR contributes to help learners to observe and reflect on their personal performance which is the basic key of this approach. Moreover, Gass & Mackey (2000) emphasized that it is the key part of this methodology through which participants might recall previous incidents and events and thus generate relevant data for analysis to researchers (p. 47).

3.3.1.1. The Aim of the Stimulated Recall Interview

The SRI was primarily implemented as it unveils issues about the mental processes that take place while learning and stimulates learners to think and then verbalize their thoughts. In other words, SRI was implemented to help learners think about the cognitive processes that take place at a given period throughout providing a stimulus' support. The latter enables them to recall and retrieve their verbalized utterances and provides worthy information for the researchers.

3.3.1.2. Conducting and Describing the Stimulated Recall Interview

As stated beforehand, the SRI was conducted in a private school called "Royal School" with two groups of (30/34) thirty out of thirty four Upper Intermediate learners (communication level). The SRI was initially implemented to know which kind of CSs are used in each implemented task. In other words, it sought to explore to what extent classroom tasks affect the use of CSs. All the students were called to participate in the interview even

those who did not use CSs, because not all the strategies can be seen or displayed. Before that, two sessions before the researchers start filming learner's performances were attended so as to make sure of having their agreement to be involved in the current study and to let them be accustomed about our presence in classroom.

After getting the agreement from all the members of the two involved groups about the fact of being filmed, the videotaping started with the first group from the 12th April to 19th April 2019. Concerning the second group, it started from the 20th of April to the 11th of May. Each group was videotaped for four sessions in which various task types were implemented and then described by the researchers in chronological order to know which CSs are used in each classroom task. The videotaping was done through the use of tablet Galaxy Tab E. All learners were filmed while performing different tasks in each group. Hence, all the subjects who were filmed and made use of diverse CSs in task performance during the attended sessions were requested to participate in the SRI the next session after filming them.

The aim behind the SRI was to consider the relation between the uses of multiple CSs and task type. The questions of the SRI were prepared previously for the subjects in order to investigate and analyze deeply the use of CSs within each implemented task. The subjects were exposed to the videos of their performances and were informed that they could ask to pause or replay the video at any time in order to think or to give comments. In fact, showing videos to the learners provide them with support to reflect on their thoughts after performing the task. Such videos are considered to be stimuli that might increase their cognition to respond appropriately to the addressed questions in the interview.

The procedures for conducting stimulated recall sessions were as follows. The participants, who were assigned to perform given tasks designed by their teachers, were filmed. The next session (the day after), the selected individuals were interviewed individually after being exposed to their filmed performance. Thus, the aim behind

interviewing them individually is to minimize potential memory loss. The context in which the interview was conducted was relaxing as the researchers attempted to behave as much friendly as possible so as to incite the participants to be overt and expressive while responding to the questions of the interview. It is worthy to state that only the participants who used CSs while performing tasks were interviewed the next day of the their performance.

Task Demands

- Linguistic Demands

For videos and reading discussion tasks, the linguistic demands were imposed through the visual support (video) and a written material (text). This meant that learners were restricted to the use of the language related to the topic presented. On the other, in free-discussion, problem-solving, interview and presentation tasks, the linguistic demands were reduced through learners' use of their own linguistic repertoire as well as topic familiarity.

- Cognitive Demands

It seems that debate and problem-solving tasks are meant to be cognitively demanding due to the absence of the context which increased the complexity of the task and comprehension problems. Consequently, learners needed to activate their cognitive processes such as: selecting, classifying, and reasoning to be able to solve the task. Contrarily, video, reading, interview, and presentation tasks which required the presence of the context, the complexity of the tasks were reduced. Thus, the more contextualized the task is, the less cognitive complexity takes place and vice-versa.

- Communicative demands

Video and reading discussion tasks were aided with visual and written support. These contributed to higher comprehension and therefore less communication problems. On the other hand, debate, interview, problem-solving and presentation tasks lack supporting

materials. This might have contributed to decrease comprehension and increase communication problems.

- **Context**

Video discussion, presentation, and reading tasks were more contextualized than the other tasks, which contributed to increase better comprehension and less demanding in terms of lexical items. Hence, the more contextualized tasks are, the less learners face difficulties in expressing their thoughts.

Accordingly, it seems that linguistic, cognitive, communicative demands, and contexts had to some extent affected the type of CSs which goes hand in hand with researchers' findings in the theoretical part that there is a correlation between task type and the frequency and quality of CSs as affected by the demands of the task (Poulisse & Schils, 1980; Dobao, 2001; Rababah & Bulut, 2007; Ghout-Khenoune, 2012).

3.3.1.3. Analysis and Interpretation of the Stimulated Recall Interview

Task types are classified according to the first classification which is provided by Pica, Kanagy, and Falodun (1993) as explained in the literature review.

3.3.1.3.1. The First Task: (Video discussion/Opinion Exchange) 1st & 2nd group

Task Description

The first task took place on the 6th of April 2019. The pre-task lasted for ten minutes approximately. It started by a warm up to introduce the topic and prepare the learners for the task. Then half an hour was given to the during-task phase where learners were given two videos to watch and take notes about dreams, nightmares, and sleeping disorders. The remaining time was given for the post-task which is about the discussion of the topic (First group).

During the first hour, the first video was about what adults can learn from children. The teacher started with an introduction about the topic which lasted for 5 minutes so as to

activate the learners' schemata about the topic and motivate them to participate. Then, learners were given 10 minutes to watch the first video in order to take notes. Consequently, the learners' engagement in watching videos revealed specific use of communication strategies in various communicative contexts. Concerning the second hour, the second video was displayed for the learners following the same way of task phases. (Second group)

Q1: While speaking, why did you use fillers like: um, err? (Fillers)

-The first student said that she was not always sure about her answer. Therefore, she used fillers or what is called time-gaining strategies to show her uncertainty.

-The second student reported that she thought she used it to gain time.

-The third student said that he spoke that way because he learnt English from movies, YouTube not from people around him. In addition, he said that he used them to show that he was thinking as well about phrases or sentences he wanted to say.

Q2: Do you notice that you use these words a lot: something, stuff, why? (All purpose words)

-The first student reported that he used them a lot actually. He further justified that he used them when; he forgot the exact words for this particular thing or when he talked so fast. (He is the only one who used this strategy in this particular task)

Q3: When you cannot communicate your ideas well, in English, do you often say them in Arabic or in another language? (Code switch)

-The first student reported that when he was in a rush and did not have time to figure out that word in English, he substituted that word with another one in Arabic.

-The second student reported that this happened quite often, however, she used French because she was more familiar with it.

-The third student said that she did not use Arabic on purpose, but it was something natural for her to use her mother tongue. She added that she was not doing an effort while she was

talking in English. She emphasized that she did not memorize words in English whenever she spoke; thus, it was natural to use her mother tongue spontaneously when she faced a linguistic shortage.

-The fourth student responded that she sometimes could not say certain words in English. That is why she needed to use the Arabic language in order to make it clear. She further added that she sometimes used it on purpose to explain her ideas in a perfect way.

-The fifth student, at first, felt confused how to answer the addressed question and then she explained that she could not say or remember certain words in English immediately because she thought that words in English sometimes came slowly. Hence, she used Arabic instead of using English to say the word in her mind. Furthermore, she stated that whenever she did not find how to say a word exactly in English; she substituted it by another one in Arabic. At last, she added that she used Arabic when she wanted to tell a joke.

-The sixth student admitted that most of the students in the classroom did not speak in Arabic except in few cases. They all spoke English with their teacher whenever they were asked questions to answer, but sometimes they used Arabic with their peers. For example, the student said that he sometimes spoke Arabic with friends so that they could understand well.

Q4: Do you always ask your teacher to explain for you the meaning of the difficult words in English or to give you the equivalent of a word in English into Arabic?

(Appeal for help)

-The first student answered that she did not know how to say the word exactly in English, she only knew how to say the word in Arabic in her vocabulary repertoire. Therefore, she asked her teacher for help to translate the word into English which is known as: an appeal for help strategy. This latter is classified under the interactional CSs which takes place when the learner asks the teacher for help, clarification, or for confirmation-checks.

-The second student reported that she generally asked her teacher for help. She often did it by using eye contact to make her teacher understand and help.

Q5: why did you use gestures, facial expressions and sometimes body language? (Mime strategy)

-The first student answered that she thought using body language a lot might make the conversation more familiar and warmer. It increased enthusiasm to discuss the given topic between all the interlocutors. She further added that she personally liked the fact that the others used body language as in doing so she could feel comfortable during the conversations. From her perspective, it was a sign that the others did react in a friendly way in led to making a friendly environment in the classroom.

-The second student was astonished for being asked such a question though the video-recording was played for him to confirm that he was using body language. Then, he replied that he used body language spontaneously and subconsciously.

-The third student reported that he was most known of using his body language. He justified that body language really helps to communicate and exchange ideas with others, and he also used it so that the others could get what he meant.

-The fourth student said that she did not use Arabic on purpose, but it was something natural for her to use her mother tongue. Since, she added that she was not doing an effort while she was talking in English. Generally, she emphasized that she did not memorize words in English whenever she spoke.

-The fifth student replied that she did not know why she used body language. She said that it was something natural for her to use body language not only when speaking English even when speaking the mother tongue.

-The sixth student replied that she thought that using body language made her more comfortable. Besides, she said that through body language she could make herself clear and better understood.

-The seventh student said that he used body language to explain what he was saying. He further added that, he did not always use body language, only when he was explaining something. It just depended on the speech he was talking about.

-The eighth student hesitated how to answer the addressed question. Then, she said that this was her way of speaking. She said that whenever she told a story or talked to others, she always used her hands or body language in general to convey specific acts so that the others could understand her.

Q6: While communicating with others, did you tell exactly or shift to replace the intended message with a simpler one? (Message replacement)

-The first student answered that whenever she forgot the intended message, she tried to carry on her message. For example, she completed her message by letting the others guess her goal behind the uttered words throughout giving key words for them.

-The second student said that she often conveyed the exact message. However, when she was stressed, she forgot her ideas.

-The third student answered that she told people the exact message.

Q7: When you find a difficulty in expressing your ideas, how do you intend to explain it? (Approximation)

-The first student reported that he usually tried to explain this word using another long sentence or phrase that had the same meaning to this word to emphasize the meaning of the missing word.

-The second student reported that when one could not explain something in few words, so he tried to explain it more using long sentences or even using body language.

-The third student answered that he did not use Arabic a lot. He said that he was keen on using the English language more than the mother tongue. He clarified that he could use Arabic in familiar situations in the classroom with his teacher and classmates, but he tended to speak Arabic with other strangers. However, he further claimed that he might resort to the use of Arabic when he struggled with the fact of how to say a specific word in English.

-The fourth student was confused how to answer, then she said that when she struggled to convey her ideas and what words to say, she just tried so hard to complete the message throughout using her hands, or choosing simpler words.

-The fifth student replied that she thought to say her ideas in another way sometimes. She preferred to use body language resort to the use of Arabic.

Q8: While you were communicating in the target language, you struggled to say the word “هلوسة” in English, how did you manage to say it? (Foreignizing)

-The student answered that he only knew the word in Arabic, but he did not know how to say it in English at that moment, because he was telling the story quickly. That was why he rushed to fix this mismatch by adding the English suffix “ation” to the Arabic root “هلوسة”. Besides, he clarified that this was a common habit which is widely used by L2 learners when they face a trouble to say specific words in English. He confirmed that in the cases he did not know how to say a word in English, he added English suffixes like “tion” or “ation” to the Arabic roots. The student again exemplified by saying: the Arabic word “زلزال” by adding the suffix “ation” for this word. (He is the only student who uses this strategy in this task).

Q9: Do you usually repeat some/ all your word as a strategy to give yourself time to think about to say next? (Repetition)

-The first student reported that he sometimes repeated the last word to give himself time to think about to say or when he thought he had said something wrong.

-The second student said that he gave examples if he was explaining things which were difficult to understand. Thus, he used examples to make things easy to be understood.

Q10: Did you usually correct yourself when you notice that you have made a mistake as far as grammar, vocabulary, and pronunciation are concerned. (Self-repair)

-The first student reported that she usually corrected a mistake immediately whenever she noticed that she did it.

-The second student replied that if he performed self-correction only if he realized he made a mistake otherwise, he kept on talking.

Q11: While you were expressing your ideas, why did you give examples?

(Exemplification)

-The first student said that she used examples to support her ideas. Besides, she added that she always gave examples to prove that her ideas were real.

-The second student said that he gave examples whenever he explained things which were difficult to understand. Thus, he used examples to facilitate understanding.

Q12: Did you pay attention to the content of your speech while you were communicating? (Own accuracy check)

-The student confirmed that he paid attention to the content. (He is the only one who replied to this question in the first task).

As it is noticeable, the CSs used by learners in the first two implemented tasks are: fillers, code switch, mime, appeal for help, message replacement, approximation, repetition, self-repair, exemplification, foreignizing, and own accuracy check which belong to direct and interactional strategies.

3.3.1.3.2. Second Task: Problem-Solving in the 1st group**Task Description**

The second task took place on the 12th of April 2019. The pre-task lasted for seven minutes; it was a warm up about teenagers' problems. Then, the during-task lasted approximately one hour to read the problems and try to discuss solutions and advice. The last phase, which is the post-task, lasted for an hour to read aloud and exchange the given solutions.

Q1: Why did you use gestures, facial expressions, and sometimes body language and gestures a lot? (Mime strategy)

- The first student responded that she thought that it was just a habit. She thought that using body language made the conversation more familiar and warmer.
- The second student responded that he used body language or gestures to deeply explain his ideas and make them valid for other interlocutors to believe in.
- The third student responded that she was not aware that she used body language and facial expressions. She stated that she spontaneously did so to express her ideas.
- The fourth student reported that using body language was a part of his personality. He usually used it when it comes to discussing with others to show that he is self- confident, interested in the conversation, and it helped him as a strategy to convince them.

Q2: While did you usually repeat certain words while you are talking? (Repetition)

- The first student responded that she usually repeated her words either to know where she stopped or be able to carry on her idea, or to emphasize and focus on certain words.
- The second student reported that he usually repeated some of his words so that people could understand the point and the ideas he attempted to explain.
- The third student reported that he often repeated his words for two reasons. The first was that he repeated the words of the subject discussed each time to emphasize on it. The second

reason is that he sometimes forgot the next word he was going to say so he repeated the last words so as to have time to think about what to say next.

Q3: While you were speaking, why did you use fillers like: um, err? (Fillers)

-The first student responded that for her, this was a natural trick to have some time in order to feel comfortable and decrease his nervousness.

-The second student said that this it was her nature while speaking. She also stated that she sometimes used them to gain time.

-Student three said he used fillers when he was not really sure about something or when he did not find the exact words to say; he shifted to using body language as well as gestures.

Q4: How often do you correct yourself when you notice that you made a mistake for example, in pronunciation, grammar, or vocabulary? (Self repair)

-The first student replied that each time she noticed that she made a mistake, she immediately corrected it herself.

-The second student reported that he usually repeated some of his words so that people can understand the point and the ideas he attempted to explain.

Q5: While you were expressing your ideas, why did you give examples?

(Exemplification)

-The first student answered that she sometimes needed to provide examples to clarify and support her ideas because the idea is so complicated to be just expressed by words without giving illustration.

-The second student said that she used examples like as proofs to make her ideas so clear to convince others.

-The third student answered that he gave examples in order to explain his ideas and simplify them to make their interlocutors understand and believe what they say.

-The fourth student reported that examples were important when it came to transmitting ideas to the other who sometimes asked for them to understand his perspective.

Q6: Do you usually need to pause to think of what to say later and then you continue the idea where you stopped before? (Conversation gambit)

-The first student said that she was not a native speaker, thus, of course, she needed sometimes to think about how to express her ideas well in order not to say it in Arabic.

Q7: Do you usually ask your teacher or classmates about their opinions on your ideas? (Confirmation-check)

-The first student responded that he did ask for his teacher's opinions as well as his friends' ones, because he needed to hear everybody's opinion.

-The second student reported that he used this strategy to confirm and check whether the ideas he got in his mind were the ones the others intended to mean.

Q8: When you find a difficulty in expressing your ideas, how do you intend to explain it? (Approximation)

-The first student reported that he often used long sentences and even gave examples in order to explain the given word he could not find at that time.

Q9: Why did you shift from using English to the mother tongue (Arabic)? (Code switch)

-The first student said that sometimes she could not make others understand her, or sometimes she did not know the exact words in English. Besides, sometimes she tried to make others understand her.

-The second student reported that when he did not know the exact word in English he sometimes used the equivalent one in his mother tongue (L1).

-The third student reported that when he was in a rush in a conversation and he did not know a word in English, he tried to give the Arabic or French equivalent one to be quick.

Based on the analysis above, learners in the problem solving task resorted to use the following strategies: fillers, code switch, mime, approximation, repetition, exemplification, conversation gambit, and confirmation check.

3.3.1.3.3. The Third Task: (Debate/Opinion Exchange) in the 1st group

Task Description

The third task took place on the 19th of April 2019. The pre-task lasted approximately for ten minutes and it was in the form of a brainstorming about teenage suicide. Then, the during-task lasted for an hour and a half to discuss the various causes behind teenage suicide. The post-task was done in the remaining time in order to illustrate solutions and suggestions for this phenomenon.

Q1: How often do you give examples to further clarify your ideas? (Exemplification)

- The first student answered that she used examples two times or three times. She said that she did not give a lot of examples because she implemented them to explain more. But when the idea was well-clarified, she did not provide any examples.
- The second student said she usually did.
- The third Student said that he gave examples most of the times to express his ideas.
- The fourth student said she used lots of examples as they helped her more to transmit the message to the others clearly.
- The fifth student responded that he did not use always examples but the latter are useful to clarify one's perspectives.
- The sixth student said that she used examples only when necessary.

Q2: Do you often correct yourself when you notice that you made a mistake as far as pronunciation, vocabulary, and grammar are concerned? (Self repair)

- The first student replied that she did.

-The second student replied that not really, but sometimes she corrected herself when she noticed she made an error.

Q3: Why did you use fillers like umm, err while you were talking? (Fillers)

-The first student replied that she used examples sometimes when she lost her train of thoughts, so she just used them to remember ones' saying and make her ideas well-organized.

-The second student replied that when she gave her opinion, she was not very sure because she was talking about her facts and thoughts.

-The third student said that she was not sure about what she was saying.

Q4: In the previous conversation, why did you stop communicating and then you continued your conversation? (Conversation gambit)

-The first student answered that she sometimes stopped when she lost her train of thoughts. In addition, she just kept thinking about the words to describe one thing.

-The second student answered that she always stopped in every sentence.

Q5: While communicating with others, did you tell your ideas exactly or shift to replace the intended message with a simpler one? (Message abandonment)

-The student responded that she replaced the intended message by thinking about something similar so that she could make the others understand what she meant.

Q6: Why did you use gestures, facial expressions and sometimes body language while speaking? (Mime strategy)

-The first student said that the use body language gave a strong impression that he is sure about what he is saying.

-The second student answered that body language helped her to express herself and made her feel confident while speaking.

-The third student said that using these things “facial expressions, gestures, or body language” made the interlocutor understand the idea better. She further illustrated that whenever she intended to show her sadness, the others may perceive that she intended to be emotional.

Q7: Do you always ask your teacher or your classmates to confirm your opinion or idea? (Confirmation check)

-The first student asserted that she sometimes did ask for confirmation from the others to see their perspectives. In case they opposed her standpoint, they might manage to convince her to change her mind.

-The second student said that she was not asking for the sake of confirming the idea, however, she was trying to convince the others that there was no alternative answer for that given question?

Q9: Do you pay attention to the content of your speech while you are communicating? (Own accuracy check)

-The first student replied that she did pay attention because it was an obligation.

Q10: Why do you use simpler and shorter sentences while talking? (Message reduction)

-The first student responded that she was trying to be understood. Accordingly, she tried to provide simple answers so that the others could get the ideas easily.

Q11: Why did you shift from using English to the mother tongue (Arabic) in the previous conversation? (Code switch)

-The first student responded that he got used to it, because it was like a habit. He added that whenever he talked and he ignored how to say a word in English, he said it in Arabic. He reported that he sometimes used it to be funny and drag the attention of the others to what he was saying.

-The second student said it was our mother tongue. For example, he used it when attempted to laugh with the others. Besides, he declared that when he said "خلي برك", there was no other way to say it in English.

Based on the above responses, learners used the following strategies: fillers, own accuracy check, code switch, mime, self-repair, exemplification, conversation gambit, confirmation check, message abandonment, and message reduction.

3.3.1.3.4. The Third Task: (Interview/Role Play) 2nd grp

Task Description:

The third task was conducted on 2nd of May 2019. The pre-task phase took approximately 10 minutes to introduce the topic. Then half an hour was given to the during-task where learners were exposed to a video about an interview to stimulate their minds. During-task also paves the way for them to prepare write questions and answers to play the roles of the interviewer and interviewee. The remaining time was given for the post-task which is the performance of the interview.

Q1: Do you correct yourself when you realize that you made a mistake of pronunciation, grammar, and vocabulary while speaking? (Self repair)

-The first student confirmed that she did. She corrected herself when she noticed her mistakes; however if no one paid attention to them, she would skip them.

-The second student reported that she, honestly, never paid attention to her mistakes. Consequently, she did not often correct them.

-The third student confirmed that when she was in a normal conversation, she did not correct her mistakes. However, if it was a test, she would definitely do.

Q2: Do you always ask your teacher to explain for you the meaning of the difficult words in English or to give you the equivalent of a word in English into Arabic?

(Appeal for help)

-The student reported that she did not let something misunderstood, she prepared; however, to ask her teacher for explanation.

-The second student reported that she always asked her teacher to explain for her difficult words.

Q3: While speaking, why did you use fillers like: um, err? (Fillers)

-The student reported that she used these sounds ``Um..aa`` to help her to think.

-The second student reported that she used fillers because she did not know her classmates, and she was afraid of saying something wrong.

Q4: While communicating with others, did you tell your ideas exactly or shift to replace the intended message with a simpler one? (Message replacement)

-The student reported that she used simpler and shorter words in order not to leave her message uncompleted, so that the others would understand her points.

-The second student reported that he used simpler words to fix the problem of difficult words and therefore would not leave his message uncompleted.

Q5: While communicating with others, did you tell your ideas exactly or shift to replace the intended message with a simpler one? (Repetition)

-The student reported this was because he was not perfect at English speaking, and he was a beginner that was why he tended to repeat simpler words.

-The second student reported that she asked her classmates to repeat her point of view because she was interested of what she was saying.

Q6: When you cannot communicate your ideas well in English, do you often say them in Arabic or in another language? (Code switch)

- The student reported that his classmates started talking to him using Arabic that was why he replied in Arabic as well.
- The second student reported that she was very angry and she could not express her anger in English, so she used Arabic.

Q7: Do you usually need to pause to think of what to say later and then you continue the idea where you stopped before? (Conversation gambit)

- The student reported that this happened because the words did not come to his mind immediately.

Q8: Why did you use gestures, facial expressions and sometimes body language? (Mime strategy)

- The student reported that he did not know why he used his body language.
- The second student reported that this was a kind of habit, and she used it even when she spoke in Arabic.

Q9: While expressing your ideas, why did you give examples? (Exemplification)

- The student reported that when she found or remembered good examples, she used them because they were good to defend her views and made the others believed her.

Based on the previous responses, learners used the given strategies: fillers, mime, appeal for help, repetition, self-repair, exemplification, conversation gambit, and message reduction.

3.3.1.3.5. The Fourth Task: (Reading Discussion/Opinion Reasoning) 1stgroup

Task Description

The fourth task took place on the 20th of April 2019. The pre-task lasted approximately ten minutes to open up the discussion of the topic. Then, the during-task

lasted approximately forty five minutes to read silently and loudly the given text; meanwhile, explaining some of the difficult words. The post-task which lasted for the rest of the time was given for the discussion of the text and answering given questions.

Q1: Do you use simpler and shorter sentences when you notice that you are facing a difficulty in speaking? (Message abandonment)

- The first student reported that he did not abandon his message; however, he usually tried to simplify things to get rid of letting the message uncompleted.
- The second student reported that he did not leave her message uncompleted; however, he tried to use simpler words and even his mother tongue whenever the message contained complex words that he did not know how to say them in English.
- The third student reported that, most of the time, he changed his mind in saying something, he thought again about what to say and corrected it and then said it.
- The fourth student replied that maybe he did not find the exact words to make the others understand his idea about a certain thing that was why he failed to complete the idea.
- The fifth student stated that when she could not express her ideas, she would just keep quiet. She further added that she believed that she has a serious problem in communicating with others.

Q2: Do you usually repeat some/ all your word as a strategy to give yourself time to think about to say next? (Repetition)

- The student reported that it was a habit, and she used it to know where she stopped so that she could start again.

Q3: When you cannot communicate your ideas well, in English, do you often say them in Arabic or in another language? (Code switch)

- The student reported that he sometimes switched to Arabic because it was his mother tongue, and also, to avoid using inappropriate words in English.

Q4: While expressing your ideas, why did you give examples? (Exemplification)

- The first student reported that she tended to use examples and arguments.
- The second student reported that she used her body language along with examples to support her ideas.
- The third student reported that he sometimes gave examples, especially, if it was something that he had experienced.
- The fourth student reported that he sometimes used examples because they gave power to support his ideas.
- The fifth student reported that she rarely used examples. However, she tried to make her message as simple as possible using words that her classmates could not understand.

Q5: While communicating with others, did you tell exactly or shift to replace the intended message with a simpler one? (Message replacement)

- The first student reported that he did not abandon his message; however, he usually tried to simplify things to get rid of letting the message uncompleted.
- The second student reported that he did not leave her message uncompleted; however, he tried to use simpler words and even his mother tongue whenever the message contained complex words that he did not know how to say them in English.
- The third student reported that, most of the time, he changed his mind in saying something, he thought again about it, corrected it and then said it.
- The fourth student responded that she tried to change words when the idea she intended to convey completely disappeared. Alternatively, she tried to remember the message so as to substitute the words with simpler one.

Q6: Why do you use gestures, facial expressions and sometimes body language while you speaking? (Mime strategy)

-The first student said that she could not express herself without using her hands; she thought that in using her hands, the others might understand her better.

Q7: Why did you use simple and short sentences while you are speaking? (Message reduction)

-The first student replied that in the last discussion, her classmates were talking in the same time. So, she tried to give a short answer so that the others could not interrupt her.

Based on the previous analysis, learners resorted to use the given CSs: code switch, mime, message replacement, repetition, exemplification, message reduction, and message abandonment.

3.3.1.3.6. The Fourth Task: (Presentation/Information Gap) in the 2nd group

Task Description

The fourth task was conducted on the 10th of May 2019. The pre-task took 10 minutes to introduce the topic which was about Ramadan. Then half an hour was given to during task phase where the learners prepared convenient arguments for a non-Muslim person about the Algerian traditional practices and customs during this sacred month. The remaining time was given to the oral presentations.

1: When you cannot communicate your ideas well, in English, do you often say them in Arabic or in another language? (Code switch)

-The first student reported that she did not know how to name the Algerian dishes in English, so she had to use the Arabic ones.

-The second student reported that whenever she encountered difficult words that she could not say in English, she tended to shift to her mother tongue (Arabic).

The third student reported that it was a habit.

-The third student reported that when she did not know how to say given words in English , she just stopped talking and she looked for them when she went back home. However, she sometimes asked her classmates for help.

Q2: While expressing your ideas, why did you give examples? (Exemplification)

-The first student reported that she used examples to well explain her ideas and make the others understand.

-The second student reported that used examples to make it easy to explain the point he is referring to.

-The third student stated that if they were discussing a difficult subject he often used examples to make his ideas clear.

-The fourth student reported that he used examples for further explanation of the ideas or the topic.

-The fifth student asserted that she used examples to explain and make others convinced.

Q3: Do you use simpler and shorter sentences when you notice that you are facing a difficulty in speaking? (Message abandonment)

-The first student reported that most of the times she left her message uncompleted because of her laziness.

-The second student replied that she often did not complete her idea because of stress.

-The third student reported that when he did not like the topic, he most of the time, said:“I do not know” and stopped without completing his ideas.

-The fourth student said that she did not always complete her messages; however, she tried hard to tell her full ideas to the others.

Q4: Why did you use gestures, facial expressions and sometimes body language? (Mime strategy)

-The first student reported that this is a habit, and it helped her to express her ideas more to the others.

Q5: While communicating with others, did you tell your ideas exactly or shift to replace the intended message with a simpler one? (Message replacement)

-The first student reported that she tried to explain her ideas by replacing her words with simpler words.

-The second student reported that she most of the time did that to get the idea clear to her inter interlocutor.

Q6: Do you always ask your teacher to explain for you the meaning of the difficult words in English or to give you the equivalent of a word in English into Arabic?

(Appeal for help)

-The first student replied that she sometimes asked her teacher to explain for her the difficult words, others times she used the dictionary.

-The second student reported that she rarely asked her teacher or classmates for help.

-The third student reported that when she was at school she asked her teacher for help (explain difficult words); however, she relied on her dictionary when she was home.

-The fourth student said that he often asked his teacher to explain and give more information about difficult words.

-The fifth student reported that he rarely asked her teacher to explain for him difficult words, he most of the time skipped them.

Q7: Do you usually need to pause to think of what to say later and then you continue the idea where you stopped before? (Conversation gambit)

-The student replied that this happened because he studied French in the morning so he somehow could not focus and got confused between English and French words, so he had to stop from time to time to think and to be able to use English appropriately.

Based on the previous responses, learners resorted to use the given CSs: code switch, appeal for help, mime, message replacement, message abandonment, exemplification, and conversation gambit.

3.3.1.4. The Discussion of the Stimulated Recall Interview

Based on Dörnyei & Scott's taxonomy (1995) and Willems (1987) were used to analyze learners' communication strategies that were generated in the eighth tasks, are subsequently analyzed:

Based on the above data, it is noticeably remarked that the communication strategies vary across the four implemented tasks. Under the same task of (video discussion), the first task of the first group besides the first and the second tasks of the second group were all fused to be analyzed altogether; for instance, learners generated a mixture between *direct and interactional strategies*. Concerning the direct strategies, the most used strategies are subcategorized under *resource deficit-related strategies* such as: language switch, foreignizing, mime, and circumlocution. While, the other subcategory namely *own performance-problem related strategies* encompasses self-repair strategy. As far as the interactional strategies are concerned, the most used strategies are subcategorized under resource deficit-related strategies such as: appeal for help. Moreover, the other subcategories namely *own performance problem related-strategies* include the given strategies like: fillers and repetition.

In the second task, learners varied in their use of communication strategies through using *direct and interactional strategies*. In using the direct strategies, learners relied on using the first subcategory which is *resource deficit-related strategies* for example: using mime, language switch, and circumlocution. Besides, learners resorted to utilize *own-performance problem-related strategies* through self-repair strategy. Furthermore, in using the interactional strategies, learners used widely the subcategory of *own-performance related-strategies* for instance: through utilizing fillers, repetition, and confirmation checks.

In the third task of the first group, learners utilized different communication strategies of both *direct and interactional strategies*. Firstly, the direct strategies that are used by learners include *resource deficit-related strategies* such as: mime, language switch, message replacement, message reduction, and message abandonment. On the other hand, the second subcategory which is *own-performance problem-related strategies* was used such as: appeal for help strategy. With reference to interactional strategies, the most utilized strategies are under the subcategory of *own-performance problem-related strategies* such as: fillers, comprehension checks, and confirmation checks.

In the fourth task, learners used both *the direct and interactional strategies*. Firstly, the direct strategies were used under the subcategory of *resource deficit-related strategies* such as using: mime, language switch, message replacement, message reduction, and message abandonment. On the other hand, learners resorted to use of the other subcategory of *own-performance problem-related strategies* such as: self-repair strategy. Furthermore, concerning the interactional strategies, the widely used strategies are under the subcategory of *own-performance problem-related strategies* such as using: fillers, comprehension checks, and confirmation checks.

In the third task of the second group, learners use both the *direct and interactional strategies*. Firstly, the direct strategies that are used by learners include *resource deficit*

problem-related strategies through using: code switching, mime, and message replacement. On the other hand, learners resorted to use the other subcategory of *own-performance problem-related strategies* such as: self-repair. Furthermore, concerning the interactional strategies, the most widely used strategies are under the subcategory of *own-performance problem-related strategies* such as using: fillers and repetition.

In the fourth task of the second group, learners relied on using both of *the direct* and *interactional strategies*. Concerning the direct strategies, the most used strategies are under the subcategory of *resource deficit problem-related strategies* such as: code switching, message replacement, and message abandonment. Furthermore, as far the interactional strategies are concerned; the most used strategy is under the subcategory of *resource deficit-problem related strategies* such as: appeal for help strategy.

Moreover, some researchers agreed on certain typologies of CSs shared many categories in common with other typologies; however, Willems (1987) is one of the researchers who highlighted the use of *exemplification strategy* under the classification of *achievement strategies*. The exemplification strategy was highly repeated by some learners in various tasks which were required to use share their own illustrations to explain and support their ideas for the others. In other words, examples are widely used by learners as proofs to achieve their current thoughts by giving reference to particular situations, people, and objects.

All in all, the dependence on direct strategies by the great majority of the learners who are involved in the current study demonstrates that the main reason for implementing direct CSs such as: mime, circumlocution, language switch, message replacement, message reduction, and message abandonment is due to the learners' lack of linguistic knowledge, limited IL, or due to a shortage in their vocabulary repertoire. As mentioned in the literature review, Dörnyei & Scott (1995) asserted that "direct strategies provide an alternative,

manageable, and self-contained means of getting the meaning across” (as cited in Dörnyei & Scott, 1997, pp. 198-199). As displayed in the table above, the majority of direct strategies implemented in the fourth tasks were “*deficit problem-related strategies*”. These strategies indicate the learners’ deficiency in using the TL. Accordingly, these strategies were used due to difficulties or problems in communication. In other words, as displayed in the table (see appendix B), “use of mime” is the most common strategy implemented by the participants as non-verbal strategies to gain time and hence, facilitate the conveyance of the message without uttering too many words. The other popular subcategory was “*own performance-problem related strategies*” through the use of self-repair strategy as self-initiated corrections to prevent communication breakdowns and keeping the communicational channel open. The great majority of the interactional strategies used are “*own-performance problem-related strategies*” through implementing strategies like: fillers, repetition, clarification checks, and confirmation checks. This shows that the participants mostly used interactional strategies to negotiate meaning, exchange mutual understanding between interlocutors whenever a problem arises in performing tasks that hinder their communication process of sending and receiving messages. According to Dörnyei & Scott’s taxonomy (1995) that is mentioned in the literature review of the dissertation in hand, “interactional strategies involve another approach, whereby the participants carry out trouble-shooting exchanges cooperatively” Dörnyei & Scott (1997, pp. 198-199). Besides, the other less used subcategory of interactional strategies “resource deficit-problem related strategies” were employed through the use of “appeal for help strategy”.

The learners’ use of communication strategies is justified in different ways due to certain reasons that relate to the use of TL in different contexts. In other words, learners resort to use mime as non-verbal strategies to convey their intended messages. Besides, fillers are used as time-gaining strategies so that learners send their messages precisely and

concisely without using too many words. Fillers help learners to summarize their intentions by spontaneously without wasting too much to convey their thoughts fluently.

The majority of the involved EFL learners in the present study use interactional strategies to negotiate meaning either with their teacher or classmates while performing different tasks. Meaning-negotiation strategies contributed to raise learners' comprehension and mutual understanding of the message. Language switch strategy was used due to the learners' insufficient repertoire of the TL vocabulary. Message replacement, message reduction, and message abandonment strategies are strategies which were used as alternative solutions by the participating learners to overcome immediately their communication breakdowns and difficulties. Circumlocution strategy was used to compensate for the learners' limited linguistic knowledge about the TL. Thus, circumlocution is considered as a positive self-solving strategy that the majority of the learners used to achieve their intended meaning.

Two tasks-related factors; task demands and context, were analyzed to explain the correlation between the CSs use and the implemented classroom tasks.

3.3.2. Teachers' Questionnaire

3.3.2.1 Aims of the Teachers' Questionnaire

The second tool implemented in gathering data relevant to this research is a questionnaire addressed to English language teachers at Royal School in order to investigate their perspectives about related issues underlying CSs use and the different types of tasks they use in their teaching practices.

3.3.2.2 Administration and Description of the Questionnaire

The questionnaire was submitted to eighteen (18) teachers of English language at Royal School. The submission of the questionnaire started on Sunday, June 19th, 2019. The teachers took approximately half an hour to hand it back. However, some teachers took one

day to hand it back, simply, because they did not have time to respond to it that day. The questionnaire consists of sixteen (16) questions that are classified under four sections, each focusing on particular aspects. The questionnaire encompasses a mixture of closed questions where the teachers respond with ‘yes’ or ‘no’ or choose from a list of options, and open ended questions where the teachers were requested to justify their answers or suggest further and alternative answers when necessary.

Section one: Background Information (Q1)

This section consists of one question designed to collect information about the teachers’ years of experience, since it is believed that questioning experienced as well as novice teachers may add insights on the issue under investigation.

Section Two: Communication Strategies Use (Q2-Q6)

This section involves five (5) questions. The aim behind this section is to highlight teachers’ attitudes towards communication strategies use. The first four questions aim to uncover teachers’ perceptions on the relevance of the communication strategies to overcome linguistic shortage, contribute to mutual understanding of the message, compensate communication problems, and affect the success of SLA. The sixth question was designed to know the teachers’ perceptions towards the different factors affecting CSs use.

Section Three: Task Type in EFL Classroom (Q7-Q14)

This section includes eight (8) questions that intend to collect information about teachers’ perception towards the implementation of tasks in EFL classroom. Q7 was designed to see teachers’ agreements on seven statements that are related to the task features. Q8 was designed to shed light on the various tasks the teachers prefer to assign their students. Q9 was designed to know the different task stages the teachers usually use. Q10 and Q 11 aim to highlight the different roles the teachers and the students play during the task performance. Q12 and Q13 were designed to ask teachers if real world and pedagogical

tasks enable learners to use language in various contexts. The last question in this section was intended to know if teachers aim to focus on meaning, form, or both at the end of the task.

Section Four: Communication Strategies and Task Type (Q15-Q16)

This section encompasses two (2) questions concerning the teachers' perceptions about both communication strategies use and task type. Q 15 was designed to uncover the teachers' attitudes towards the tasks' related factors as affecting the use of communication strategies. The last question was designed to ask teachers for further suggestions and recommendation as far as the implementation of tasks is concerned to develop EFL learners' communication strategies

3.3.2.3 Analysis of the Questionnaire Results

Section One: Background Information

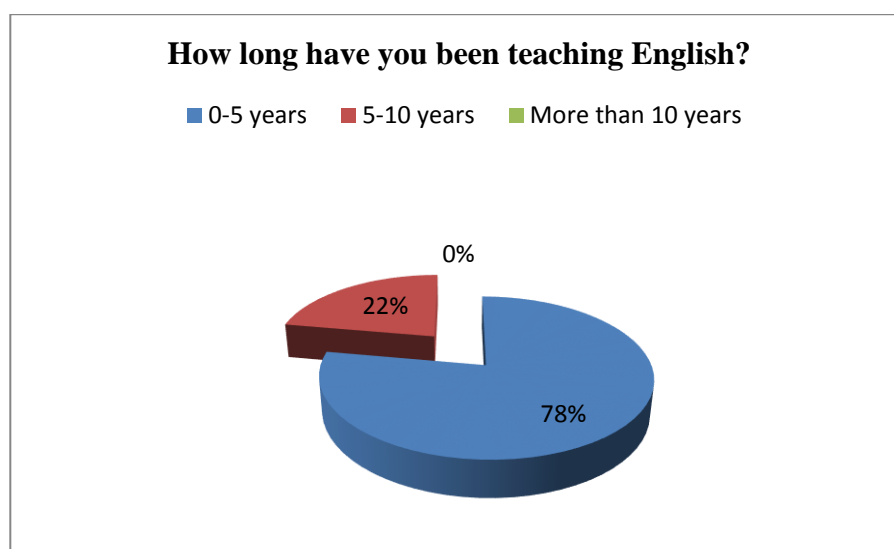


Figure 3.1. Teachers' years of experience

The first question was how long teachers have been teaching English. The aim of this question is to get a clear idea about the years of experience of the teachers at Royal School. Based on the results presented in the pie chart above, fourteen out of eighteen teachers involved in this piece of research (14/18) that makes a percentage of (78%) claimed that they

had a teaching experience that ranged between zero to five years. Meanwhile, four out of eighteen (23%) teachers stated that their teaching experience ranged between five to ten (5-10) years. However, none of the teachers taught for more than ten years. From the results mentioned, it can be noticed that the majority of the teachers are, to some extent, experienced. They are expected to have some experience to deal with learners of different age, gender, personality, and proficiency level, etc. Moreover, they had, definitely, implemented various classroom tasks. That is to say, they get some ideas of how to engage learners in doing tasks, how they react to given tasks. Hence, it can be said that the more teachers are experienced, the more they know about their learners' preferences and linguistic problems; therefore, suitable tasks are assigned to enhance their performance.

Section Two: Communication Strategy Use

Question Two

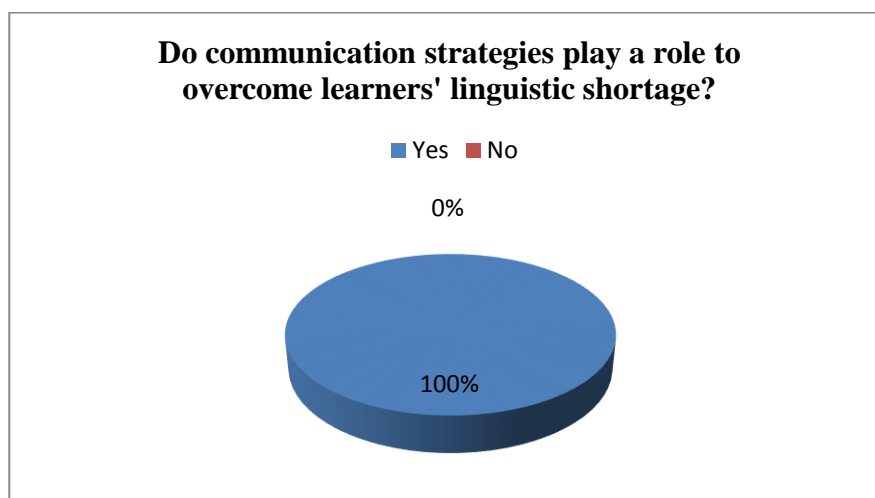


Figure 3.2. Teachers' perspectives on CSs' role

The second question was addressed to ask about the role that CSs play to overcome learners' linguistic shortage. The aim of this question is to know whether teachers are aware of the use of CSs to overcome learners' linguistic deficiency. The results showed that eighteen out of eighteen (18/18) that is to say (100%) of the teachers responded with "yes". According to the findings above, all the teachers agreed that CSs play a role to overcome

learners' inadequacy of language use. Furthermore, they were asked to justify their answers.

Some of them stated that:

- CSs help to cope with the difficulties one may face during the teaching learning process.
- CSs play a major role in overcoming learners' obstacle in the learning process.
- Others assumed that:
- CSs are the ultimate way out to transmit the message intended when learners encounter a lack in their linguistic resources in different stages.
- CSs help learners to convey their messages regardless of their limited linguistic competence.
- CSs make up for any linguistic shortage or language misuse to convey meaning.

Hence, it is fair to state that CSs are systematic techniques used by EFL learners to express their intended meanings to cope with linguistic shortage that they may encounter while communicating in the target language.

Question three

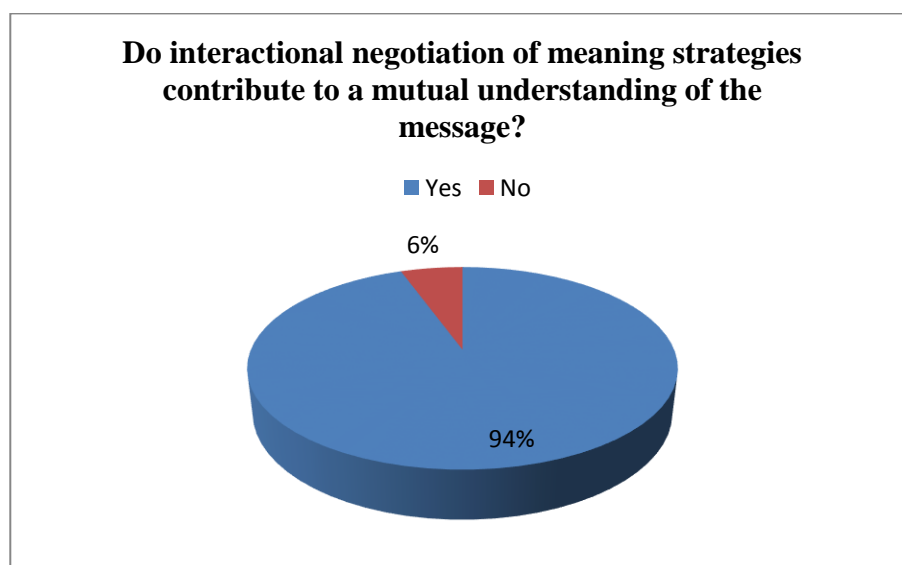


Figure 3.3. Teachers' attitudes towards interactional negotiation of meaning strategies

The third question was about the contribution of interactional negotiation of meaning strategies to have a mutual understanding of the message. The aim of this question is to see teachers' opinions on the view that interactional communication of meaning strategies contribute to make the communication process successful. Based on the results above, seventeen out of eighteen (17/18) teachers i.e., (94%) answered with "yes", while a teacher (6%) answered with 'no'. Noticeably, most of the teachers believe that interactional negotiation of meaning strategies contribute to a mutual understanding of the message. They justified their answers as follow:

- Interactional negotiation of meaning strategies facilitate comprehension through asking for repetition, clarification, and simplification to convey the intended message.
- Interactional negotiation of meaning strategies entail exchange of ideas, compromise of meaning and negotiation which automatically lead to mutual intelligibility between participants.
- On the other hand, a teacher answered differently, she said, `` Not necessary because it depends on the context. The meaning is not always literal. As a matter of fact, there is a big chance one might say something while he means a total different thing``.
- To sum up, interactional negotiation of meaning strategies are used to check and confirm whether the interlocutors comprehend and understand the intended message through the use of `` comprehension checks`` `` clarification checks`` and `` appeal for help``... etc. Thus, all these processes lead to increase comprehension that fosters learners' interaction and thus communication in foreign language learning.

Question Four

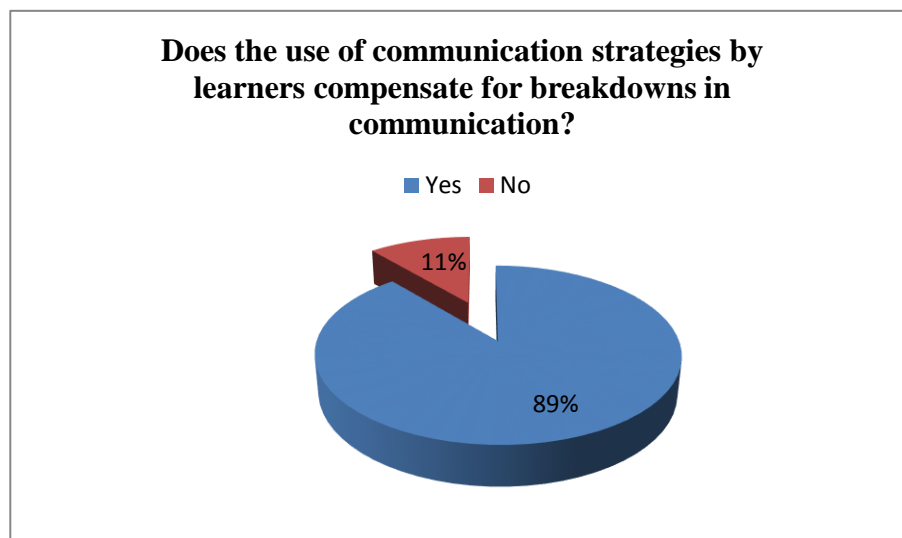


Figure 3.4. Teachers' attitudes on CSs and communication breakdown compensation

The fourth question was set to investigate teachers' attitudes towards the use of CSs by learners to compensate for their breakdowns in communication. As the figure demonstrates, sixteen out of eighteen teachers (16/18) i.e., (89%) said 'yes', while two out of eighteen teachers (2/18) i.e., (11%) said "no". Thus, in considering the findings yielded from the question, we deduce that the great majority of teachers are aware of the importance of using CSs from the part of the learners to compensate for breakdowns in communication. This implies that CSs are used as tools or devices to overcome problems or inadequacies of the language faced by EFL learners in different communicative contexts.

Question Five

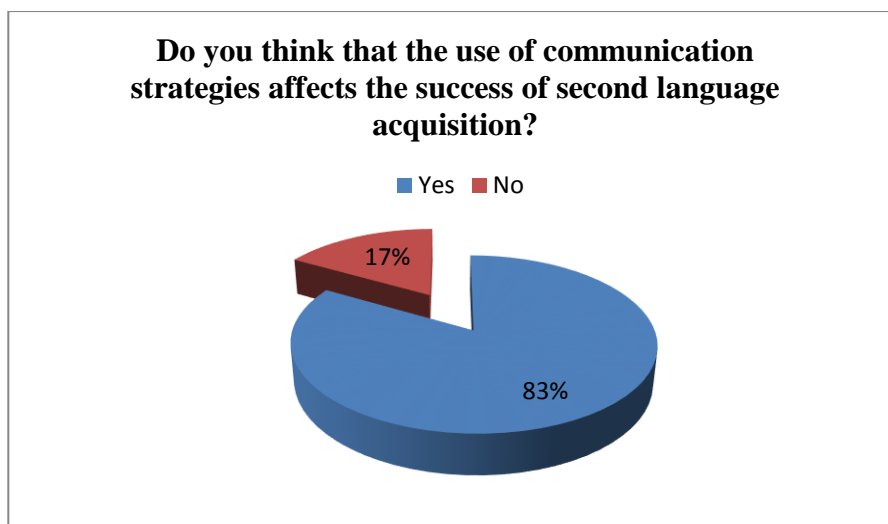


Figure 3.5. Teachers' attitudes towards CSs effect on the SLA success

The fifth question was addressed to know the different opinions that teachers hold about the effect of using CSs on the success of SLA. The obtained results demonstrates that, fifteen out of eighteen teachers (15/18) i.e., (83%) opted for the “yes” answer, and the rest three out of eighteen (3/18) i.e., (17%) answered by “no”. Accordingly, most of the teachers believed that the use of communication strategies affect the success of SLA. Meanwhile, the rest of the teachers did not think that the use CSs is a factor affecting the SLA process. Thus, having a percentage of 83% of teachers who consider that CSs use does affect the course of SLA is a positive sign that the participant teachers are well-informed about the significance of CSs in facilitating SLA.

Question Six

The sixth question comprises a set of factors which may influence the use of CSs. Teachers were requested to share their opinions on the extent to which they believe that the six factors influence the use of communication strategies.

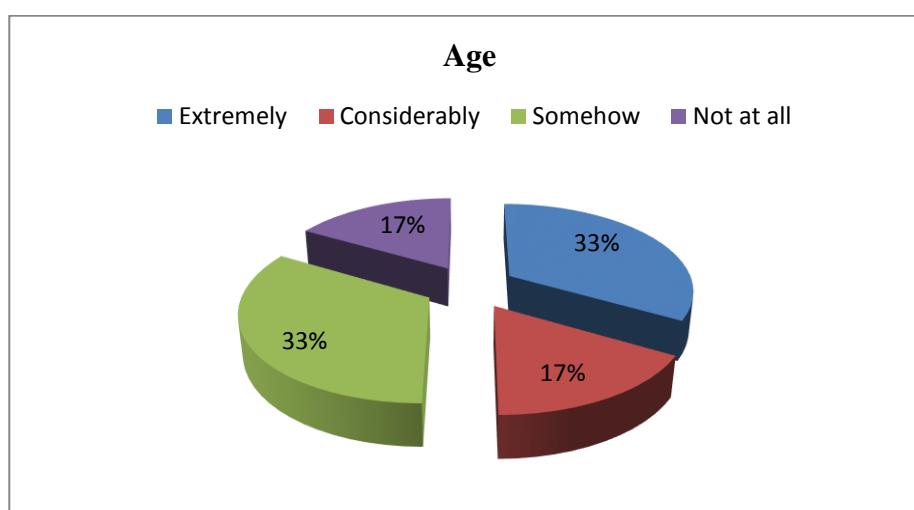
Item One: The age factor

Figure 3.6. The influence of learners' age on communication strategies

The sixth question was asked about the factors that might influence the use of CSs among which is age. This question was designed to know teachers' perspectives on the extent to which learners' age might affect the use of CSs. According to the obtained data, six out of eighteen teachers (6/18) i.e., (33%) think that age factor affects the choice of CSs extremely, while three out of eighteen teachers (3/18) i.e., (17%) opted for the choice considerably. In addition, some teachers six out of eighteen (6/18) i.e., (33%) chose that age affects somehow the use of CSs, while the other teachers three out of eighteen (3/18) i.e., (17%) replied that age does not at all affect the use of CSs by learners. The findings demonstrate that in a way or another and regardless of the degree of their agreement, most of the teachers consider age as a factor that affects the use of CSs.

Item two:

The Gender Factor

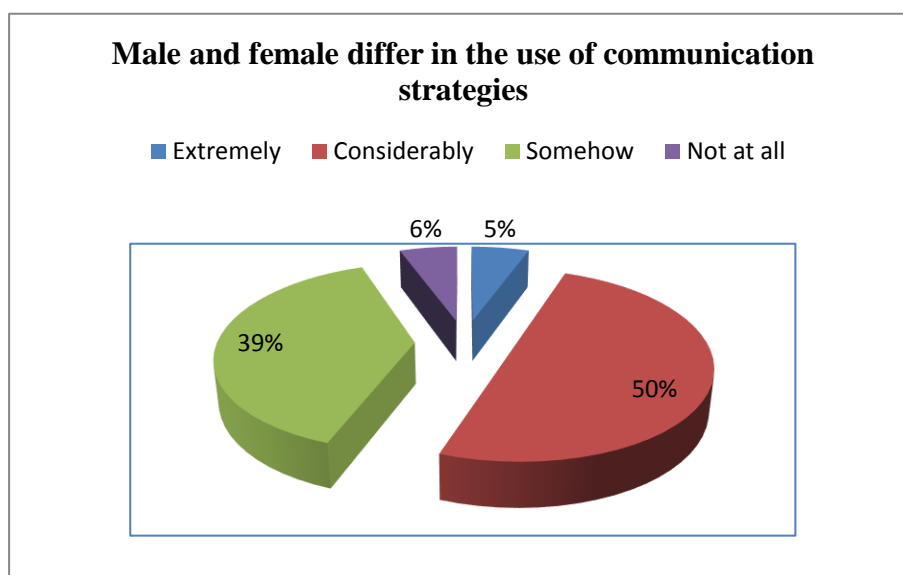


Figure 3.7. The influence of Gender on the Use of CSs

The aim behind this question is to know teachers' attitudes towards considering gender as a factor influencing the use of CSs. According to the obtained data, a teacher out of eighteen (1/18) i.e., (5 %) claimed that gender affects extremely the use of CSs and nine out of eighteen teachers (9/18) i.e., (50%) thought that gender affects considerably the use of CSs. In addition, seven out of eighteen teachers (7/18) i.e., (39%) thought that gender affects somehow the use of communication strategies, whereas (1/18) one teacher replied that age does not at all affect the use of CSs. As exposed in the literature review, gender is indeed a factor that affects the use of CSs. Thus, the fact of having a percentage of 50% of the participant teachers, who consider that gender does not have a strong impact on the use of CSs, means that they are well-knowledgeable about the fact that there are many differences between males and females in terms of CSs use.

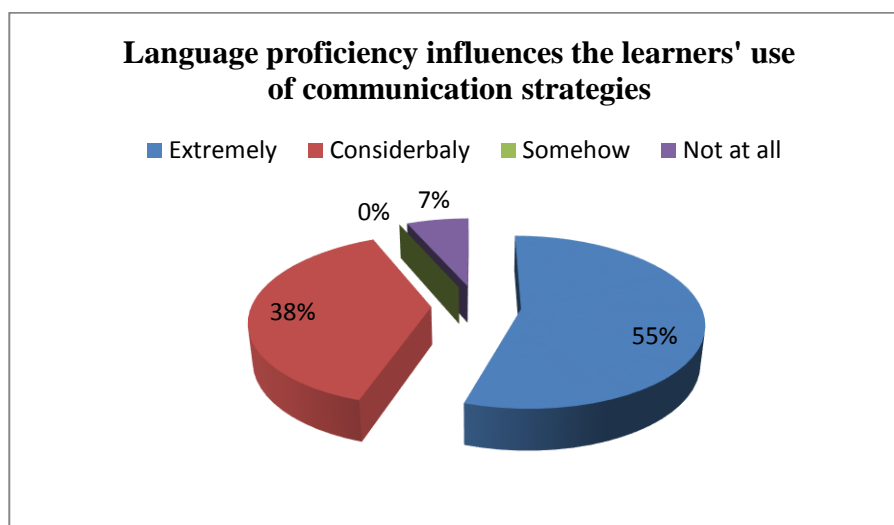
Item three: language proficiency

Figure 3.8. The influence of language proficiency on CSs use

According to the results obtained, the majority of the teachers ten out of eighteen (10/18) teachers i.e., (55%) responded that they think that language proficiency affects “extremely” the use of CSs; while seven out of eighteen teachers (7/18) i.e., (38%) selected the option “considerably”. Meanwhile, none of the teachers selected the option “somehow”, and the last teacher admitted that language proficiency does “not at all” affect the communication strategy use. In view of the results, what is remarkable is that most of the teachers assume that language proficiency affects the use of CSs. They acknowledge that there is a correlation between the use of communication strategies by learners and their proficiency level of the target language. That is, the higher level learners have, the more they make use of a lot of CSs. Conversely, the lower level learners have, the less they implement different CSs.

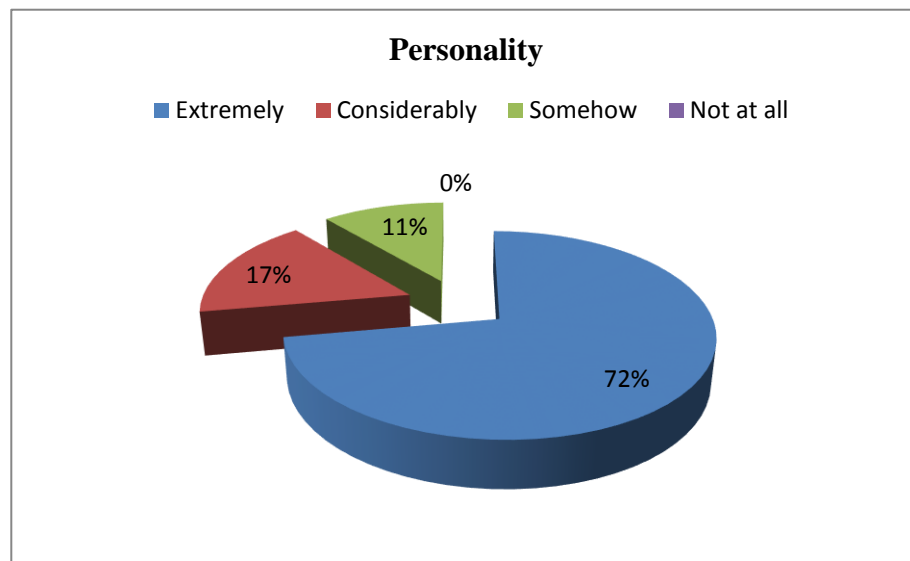
Item Four: Personality factor

Figure 3.9. The influence of Personality on CSs use

According to the results above, most of the teachers thirteen out of eighteen teachers (13/18) i.e., (72%) said that personality affects “extremely” the use of CSs. Meanwhile, three out of eighteen teachers (3/18) i.e., (17%) stated that personality considerably affects the CSs use. However, two out of eighteen teachers (2/18) i.e., (11%) claimed that personality somehow affects CSs. The percentages provided above denote that the majority of the teachers consider personality as a factor influencing the use of CSs. In light of the previous results, the majority of the teachers (72 %) reckoned that personality affects the choice of CSs. That is, personality traits; namely extroverts and introverts do differ in the way they make use of CSs as the former tends to use more CSs than do the latter.

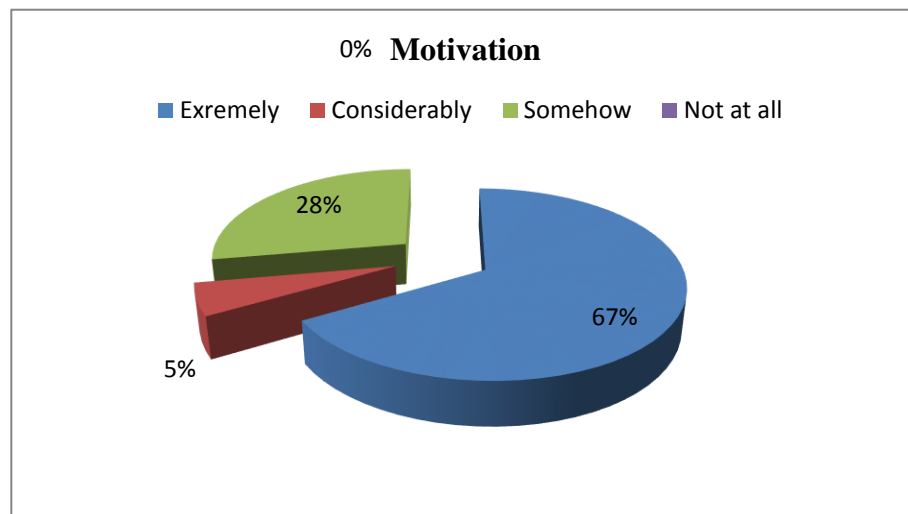
Item Five: motivation factor

Figure 3.10. The influence of motivation on CSs use

According to the results above, twelve out of eighteen teachers (12/18) i.e., (67%) said that motivation “extremely” affects the use of CSs. Meanwhile, a teacher (5%) claimed that motivation “considerably” affects the use of CSs. However, five out of eighteen teachers (5/18) i.e., (28%) asserted that motivation “somewhat” affects the use of CSs. The percentages provided above denotes that the majority of the teachers consider motivation as a factor that influences the use of CSs. Indeed, motivation is very crucial in the process of SLA and thus, it drives learners to generate more communication strategies as stated in the literature review of the dissertation in hand.

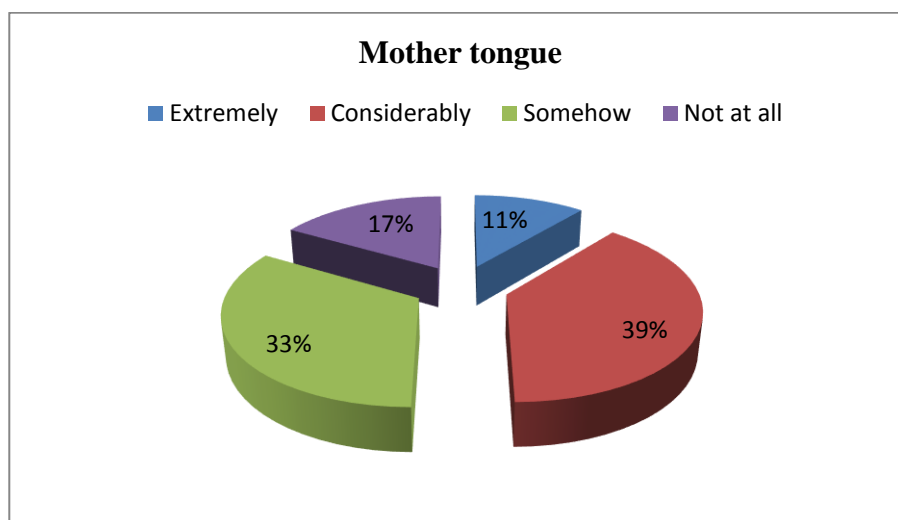
Item Six: the mother tongue factor

Figure 3.11. The influence of the mother tongue on CSs use.

According to the results above, seven out of eighteen teachers (7/18) i.e., (39%) reported that the mother tongue “considerably” affects the use of CSs. Meanwhile, six out of eighteen teachers (6/18) i.e., (33%) reckoned that the mother tongue “somehow” affects the use of CSs. However, three out of eighteen teachers (3/18) i.e., (17%) confirmed that the mother tongue “does not at all” affect the use of CSs, and (2/18) two out of eighteen teachers (11%) said that the mother tongue extremely affects the use of CSs. The percentages provided above denote that half of the population is conscious about the mother tongue effect on the use of CSs. As revealed in the first chapter, the mother tongue can interfere to contribute and facilitate comprehension while communicating verbally via L2. The demonstration of the mother tongue effect on CSs is exhibited along the use of “code-switching” or “literal translation” strategies.

Section Three: Task Type in EFL Classroom

Question Seven

Item one: a task involves a primary focus on meaning

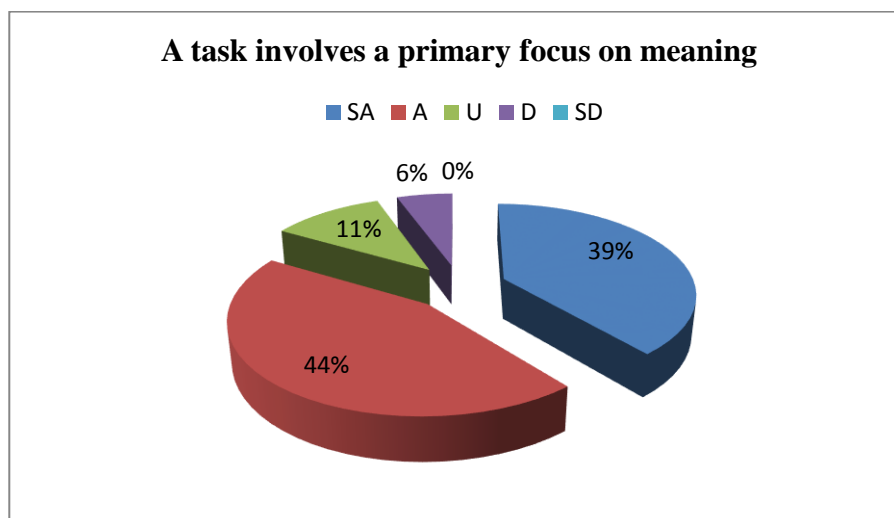


Figure 3.13. Teachers' opinions on tasks' focus on meaning

The first item was addressed to see teachers' agreement on the view that a task involves a primary focus on meaning. According to the results above, seven out of eighteen teachers (7/18) i.e., (39%) responded with 'strongly agree', eight out of eighteen (8/18) teachers i.e., (44%) responded with 'agree', two out of eighteen teachers (2/18) i.e., (11%) responded with 'undecided', only one teacher (6%) responded with 'disagree'. The percentages provided above denote that most of the teachers agree that tasks involve a primary focus on meaning, along with a minority who opposes the view. Thus, as reviewed in the second chapter, the theoretical frameworks of CLT and TBLT stimulate learners to be engaged inauthentic contexts through doing meaningful tasks by focusing primarily on meaning.

Item Two: a task has a clearly defined communicative outcome

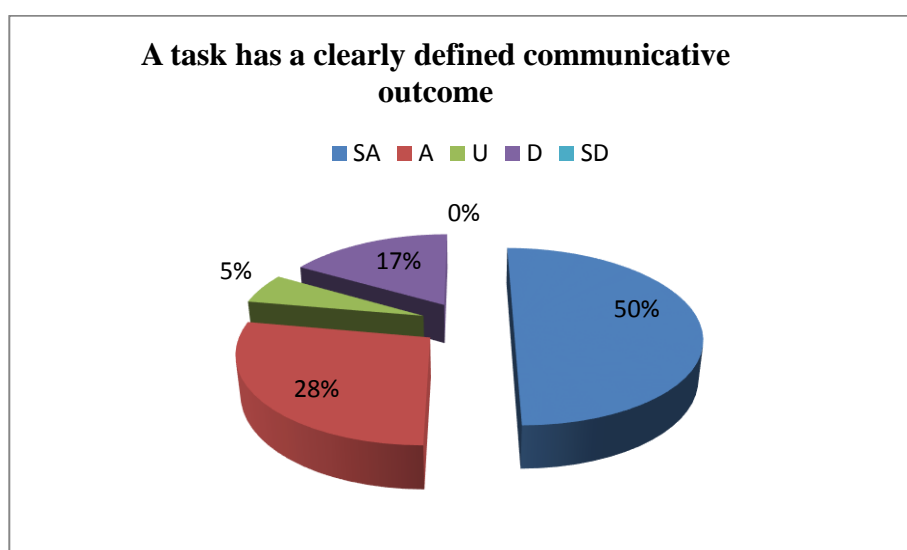


Figure 3.14. Teachers' opinions on tasks' communicative outcome

The second item was addressed to see teachers' agreement with the view that a task has a clearly defined communicative outcome. According to the results above, nine out of eighteen teachers (9/18) i.e., (50%) responded with 'strongly agree', five out of eighteen teachers (5/18) i.e., (28%) responded with 'agree', only one teacher (1/18) i.e., (5%) responded with 'undecided', and three out of eighteen teachers (3/18) i.e., (17%) responded with 'disagree'. The percentages provided above demonstrate that most of the teachers strongly agree that tasks have a clearly defined communicative outcome; however, a minority opposes the view. Hence, the majority of participant teachers seem to be knowledgeable about the necessity of designing tasks that tend primarily to achieve a communicative outcome. In assigning tasks that strive to achieve communicative outcomes is one of the keys that makes task performance successful.

Item Three: a task is a work plan

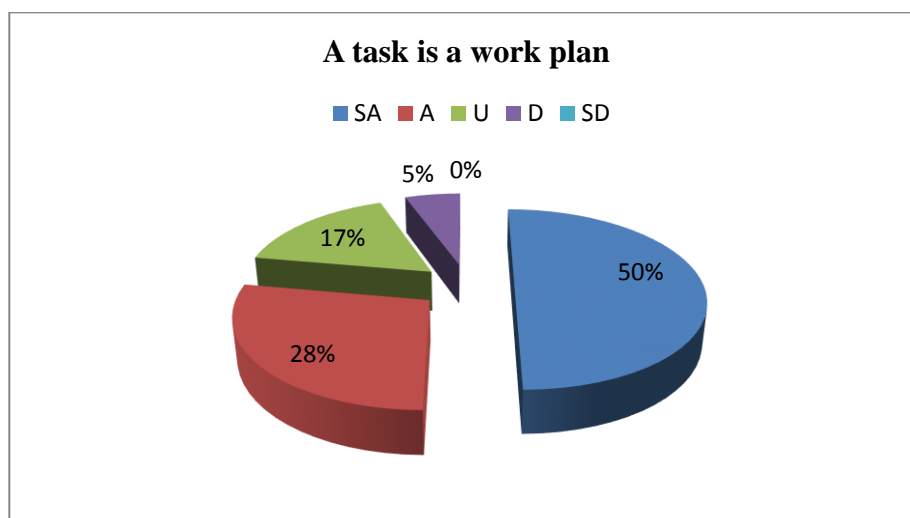


Figure 3.15. Teachers' opinions on tasks as work plans

The third was addressed to see teachers' agreement on the fact that a task is a work plan. According to the results above, nine out of eighteen teachers (9/18) i.e., (50%) responded by selecting the "strongly agree" option, while five out of eighteen teachers (5/18) i.e., (28%) responded with "agree", four out of eighteen teachers (3/18) i.e., (17%) responded with "undecided". However, only one teacher (5%) responded with "disagree". The percentages provided above signify that most of the teachers strongly agree with the view that tasks are work plans. Given that, teachers seem to be knowledgeable that implementing tasks should be systematically planned. Thus, planning tasks is a prerequisite and basic criteria in designing tasks.

Item Four: a task involves real-world processes of language use

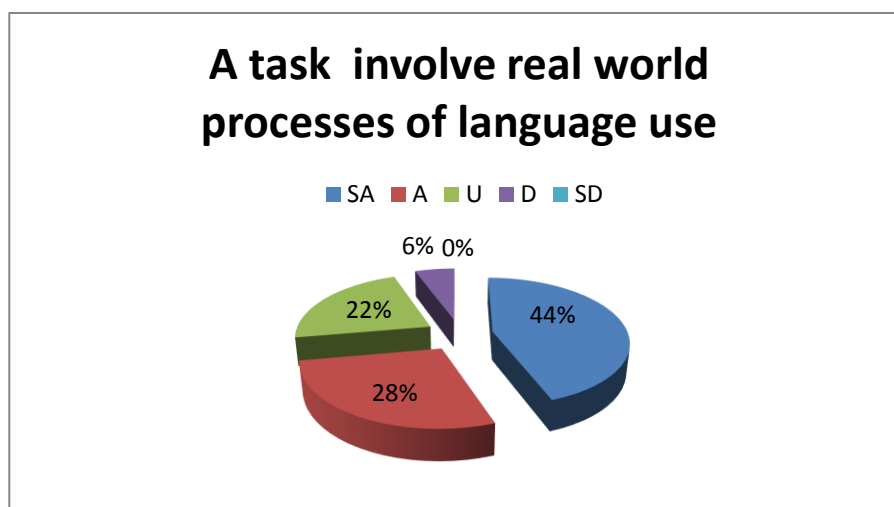


Figure 3.16. Teachers' opinions on task involvement of real-world processes of language use

The fourth item was addressed to see teachers' agreement on the view that a task involves real-world processes of language use. As demonstrated in the pie chart above, ten out of eighteen teachers (8/18) i.e., (44%) responded with 'strongly agree', five out of eighteen teachers (5/18) i.e., (28%) responded with 'agree', however, four out of eighteen teachers (4/18) i.e., (22%) responded with 'undecided'. Yet, only one teacher (6%) chose "disagree" option. The percentages provided above indicate that the majority of, the teachers strongly agree with the view that tasks involve real-world processes of language use. Indeed, engaging learners in tasks that stimulate real-world language use is one of the beneficial ways for EFL learners to enhance their communicative performance.

Item Five: a task can involve any of the four language skills

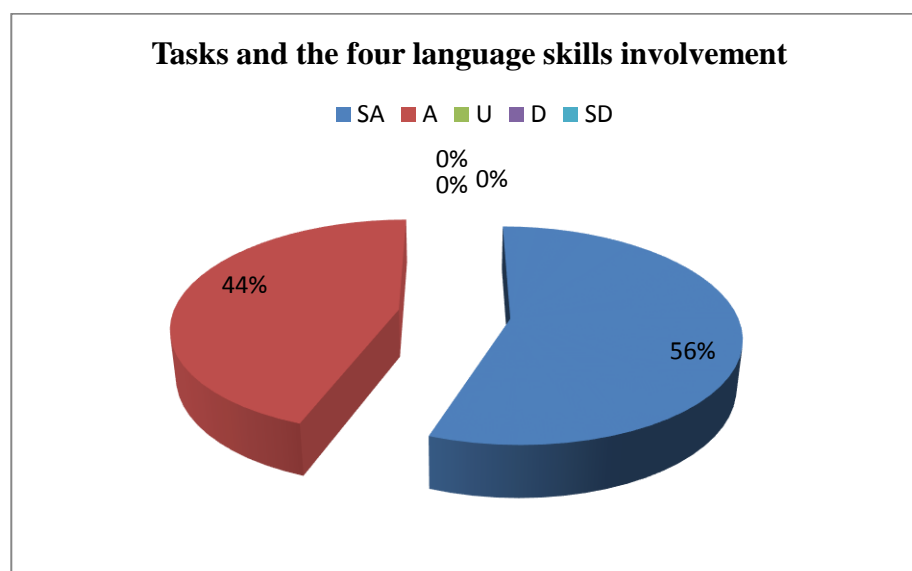


Figure 3.17. Teachers' opinions on task involvement of the four language skills

The fifth item was addressed to see teachers' agreement on the view that a task should involve any of the four language skills. According to the results above, ten out of eighteen teachers i.e., (56%) responded with "strongly agree", and eight out of eighteen (8/18) i.e., (44%) responded with "agree". The percentages provided above signify that the majority of the teachers know the significance of involving the four language skills while assigning tasks to EFL learners. As reviewed in the theoretical part, tasks may combine the four language skills.

Item Six: A task involves cognitive processes.

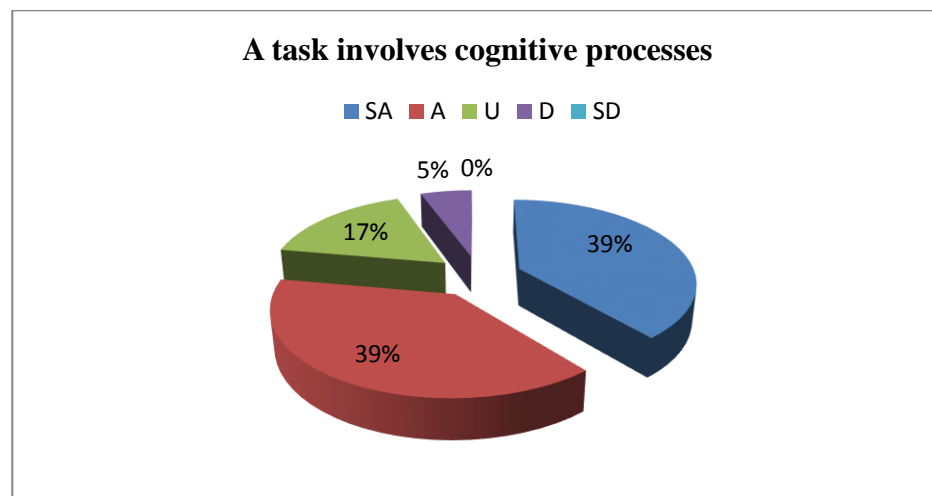


Figure 3.18. Teachers' opinions on tasks involvement of cognitive processes

The sixth item was addressed to see teachers' agreement on the view that a task should involve cognitive processes. According to the demonstrated results, seven out of eighteen teachers (7/18) i.e., (39%) responded with 'strongly agree', the same percentage (39%) responded with 'agree'. However, three out of eighteen teachers (3/18) i.e., (17%) responded with 'undecided' while only one teacher (5%) responded with 'disagree'. The percentages provided above denote that most of the teachers know that tasks should activate many cognitive processes. Indeed, accomplishing tasks implies the activation of many cognitive processes as revealed in the theoretical part.

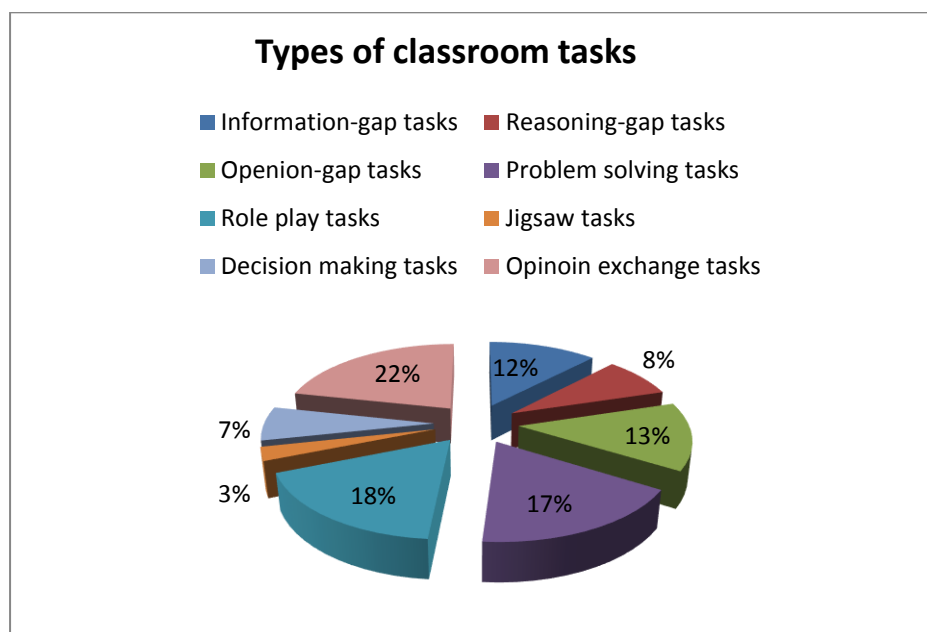
Question Eight

Figure 3.19. Teachers' Opinions on task types assigned in the classroom.

The eighth question was addressed to enquire about the types of tasks the teachers assign to their learners in the classroom. In this particular question, teachers have various options to choose so they may choose three options at once. According to the obtained data, the majority of the teachers sixteen out of eighteen (16/18) i.e., (22%) stated that they implemented opinion-exchange tasks in the classroom. Besides, thirteen out of eighteen teachers (13/18) i.e., (18%) opted for the choice of role-play tasks and thirteen out of eighteen (13/18) i.e., (17%) opted for the choice of using problem-solving tasks in the classroom. Moreover, some teachers ten out of eighteen (10/18) i.e., (13%) answered that they used opinion-gap tasks, while some teachers nine out of eighteen (9/18) i.e., (12%) reported that they implemented information-gap tasks and six out of eighteen teachers (6/18) i.e., (8%) replied that they implemented reasoning-gap tasks. In addition, five out of eighteen teachers (5/18) i.e., (7%) opted for the use of decision-making tasks and the other two remaining teachers (2/18) i.e., (3%) stated that they implemented jigsaw-tasks in the

classroom. From the percentages above, we can deduce that the majority of the teachers opted for the choice “opinion-exchange tasks”, while the minority of the teachers picked the other remaining choices. All in all, it is good to implement “opinion-exchange tasks” which create several opportunities for learners to use different CSs. This goes hand in hand with the enhancement of CSs while performing tasks.

Teachers were requested to propose any further suggestions as far as the selection of task types is concerned. Thus, some teachers proposed other types that are subsequently mentioned:

- Debates, presentations, five minute talks.
- Developing listening skills.
- Brainstorming activities, note-taking, letter writing.
- Reading activities, individual and collective presentations.

Question Nine

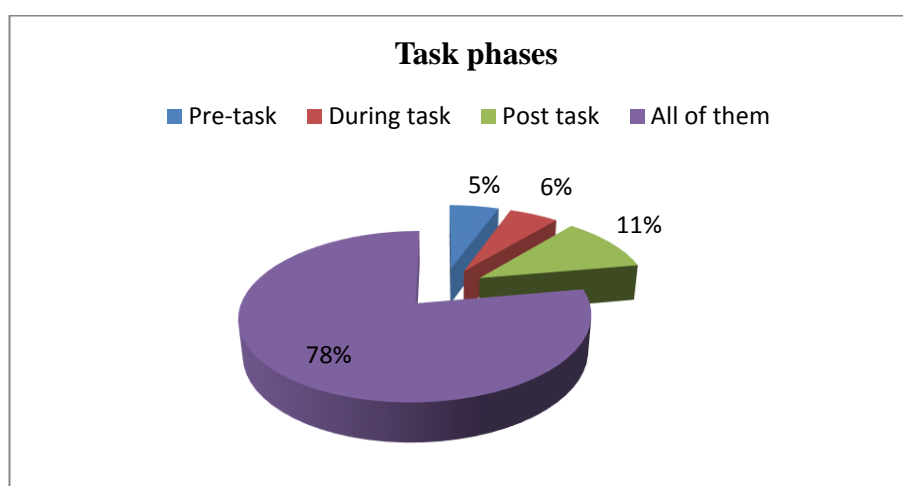


Figure 3.20. Teachers’ implementation of task phases in the classroom.

The ninth question was set to enquire about the task phases the teachers follow while assigning different task types in the classroom. According to the obtained results, one teacher (1/18) i.e., (5%) opted for the choice of implementing “pre-task” only; while another teacher (1/18) i.e. (6%) opted for using the “during-task “only. Meanwhile, (2/18) two other teachers

(11%) selected the choice of “post-task” only. However, the majority of teachers fourteen out of eighteen (14/18) i.e., (78%) declared that implemented the whole task-phases. Based on the previous results, the majority of teachers (78%) prefer to implement all the task-phases during conducting tasks in the classroom, it is noticeable that all the teachers apply the whole task phases, while some of them apply a task-phase separately. The findings denote all teachers are aware about the implementation of the different task phases during task performance. This shows that teachers are aware of the necessity of implementing the three phases of tasks (pre-task, during-task, and post-task). Hence, implementing the three task-phases denotes that teachers are implementing the necessary principles to make task accomplishment successful in EFL classroom.

Question Eleven

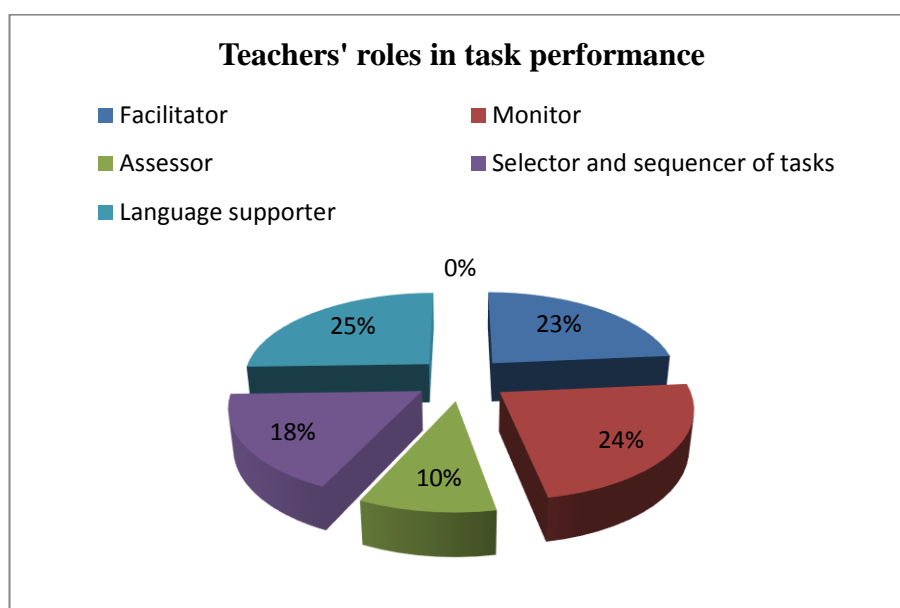


Figure 3.21. The teachers' role (s) in the task performance

The tenth question was asked to enquire about the role (s) that teachers play in the task performance. The aim of asking this question is to get a clear insight about the basic teachers' role (s) they play in task performance. It is worthy to state that in responding to that question all the teachers selected more than one answer. Hence and according to the obtained

data, twelve out of eighteen teachers (12/18) i.e., (23%) chose the role of facilitator, and (12/18) twelve out of eighteen (23%) opted for the ‘monitor’ option. Five out of eighteen teachers (5/18) i.e., (10%) opted for the role of ‘assessor’. Nine out of eighteen teachers (9/18) i.e., (18%) reported that they played the role of selector and sequencer of tasks. Finally, thirteen teachers (13/18) i.e., (25%) reported that they played the role of language supporter while their learners performed tasks. Based on the above percentages; it is evident that the majority of the teachers opted for the choice of “supporter of language”. This denotes that the majority of teachers prefer to support their learners linguistically during their task performance. The findings denote that teachers play important role (s) while performing tasks with relevance to what is mentioned in the literature review. However, the participant teachers do mainly play the role of tasks selector and sequencer in designing, choosing, and implementing classroom instruction. Given that, and to make the task successfully accomplished, the teachers need to play diverse roles instead of focusing on a single one.

Question Eleven:

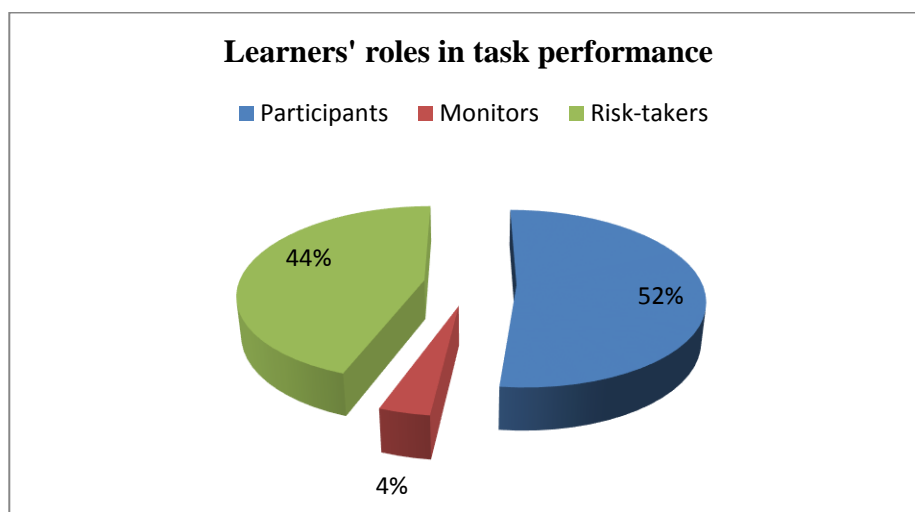


Figure 3.22. Learners' role (s) in task performance.

The aim behind addressing this question is to know about the basic roles the learners play during task performance in the classroom. According to the obtained data, most of the teachers fourteen out of eighteen (52%) teachers (14/18) declared that their learners play the

role of participants during task performance, while twelve out of eighteen teachers(12/18) i.e., (44%) believed that learners should be risk-takers in doing tasks. Finally, one teacher (1/18) stated that their learners played the role of monitors. To conclude, the results indicated that the majority of the learners play primarily the roles of the “participants” and “risk-takers” in performing tasks. The findings go hand in hand to what is explained in the theoretical part. Accordingly, the data denote that EFL learners play many roles as being active participants, risk-takers, and monitors while performing different tasks. Moreover, the data also demonstrate that teachers are totally aware of the necessity of assigning different roles to their learners while participating in classroom tasks.

Question Twelve:

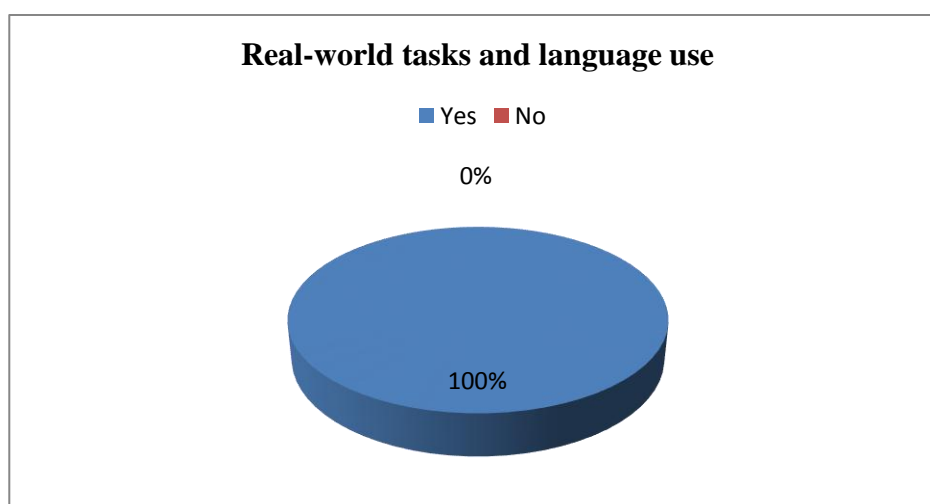


Figure 3.23. Teachers’ attitudes towards real-world tasks and language use

The twelfth question was asked to see teacher’s perspectives about the fact that real-world tasks do, indeed, enable learners to use language differently in various contexts (outside and inside the classroom). That is, the aim behind addressing this question is to explore teachers’ perceptions towards the idea that real-world tasks motivate and foster language learners to use L2 differently in various real-world and pedagogical contexts. According to the obtained data, all the teachers (18/18) i.e., (100%) agreed that real-world tasks do foster learners’ ability to use and master language in different contexts. Based on the

above percentage, all teachers are well-informed that “real-world tasks” are beneficial to promote language users in their language learning. Interestingly, the findings demonstrate that the participant teachers in this piece of research are knowledgeable about the significance of assigning their learners to perform real-world tasks in authentic contexts so as to enhance their linguistic abilities.

Question Thirteen

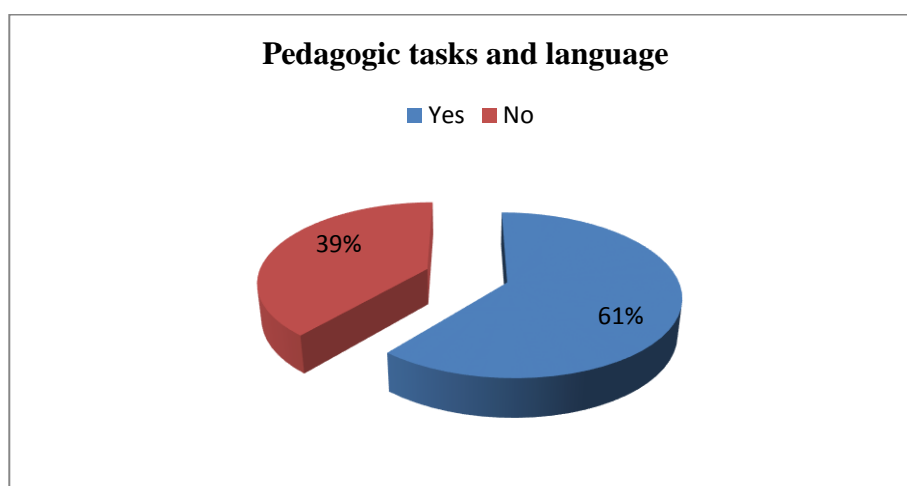


Figure 3.24. Teachers’ perceptions about pedagogic tasks

The thirteenth question was set to explore teachers’ perspectives about the fact that pedagogic tasks do motivate and foster language learners to use language differently in various real-world and pedagogical contexts. According to the obtained data, eleven out of eighteen teachers (11/18) i.e., (61%) opted for “yes” option. While, seven out of eighteen teachers (7/18) i.e., (39%) selected “no” option. The above findings indicate that the majority of teachers are convinced that “pedagogic-tasks” enhance learners’ ability to use language differently in various contexts, while the minority of the other teachers held different views. The data demonstrate that “pedagogic-tasks” are important tasks that are carried in the classroom and which require learners to apply specific types of language they need inside the classroom. Accordingly, the majority of the involved teachers are conscious about the importance of “pedagogic-tasks” inside the classroom.

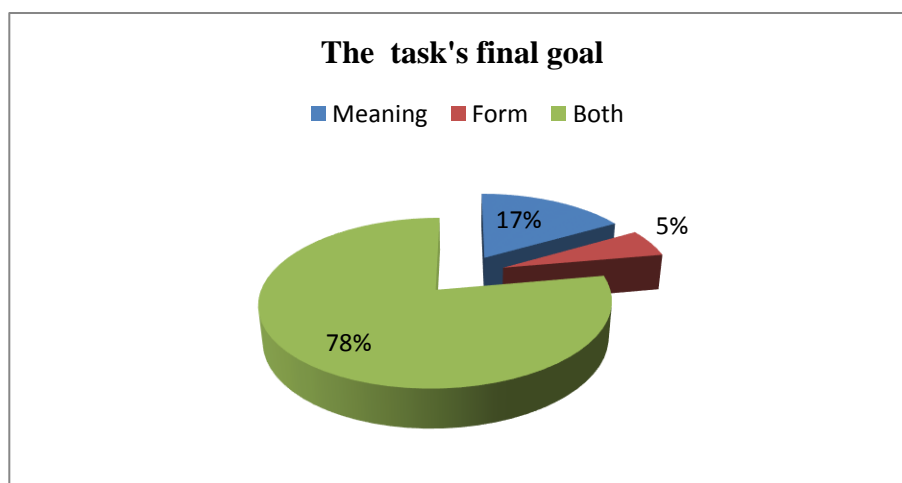
Question Fourteen

Figure 3.25. Teachers' attitudes towards the tasks' final goal.

The aim of the fourteenth question is to discover what the major goals that teachers seek to achieve at the end of the task. Accordingly, three out of eighteen (3/18) i.e., (17%) viewed that they sought to achieve a focus on meaning (the content of the message) goal, while only a teacher (1/18) i.e., (5%) opted for the choice of focus on form (accuracy) goal. Moreover, the majority of the teachers fourteen out of eighteen (14/18) i.e., (78 %) opted for the choice of focusing both on meaning and form goal. The above results indicate that the majority of the teachers agree on focusing on both “meaning” and “form” in order to reach an oriented goal. Consequently, the outcome will be achieved. Thus, as highlighted in the literature review, both “meaning” and “form” should be taken into consideration for better language learning.

Section Four: Communication Strategies and Task Types

The fourth section comprises eight statements in which teachers were requested to express their agreement/disagreement with the content of the suggested statements that are all designed to investigate the correlation between task types and CSs use. Thus findings of the items are displayed subsequently:

Item one: Different types of tasks offer various opportunities for meaning-negotiation.

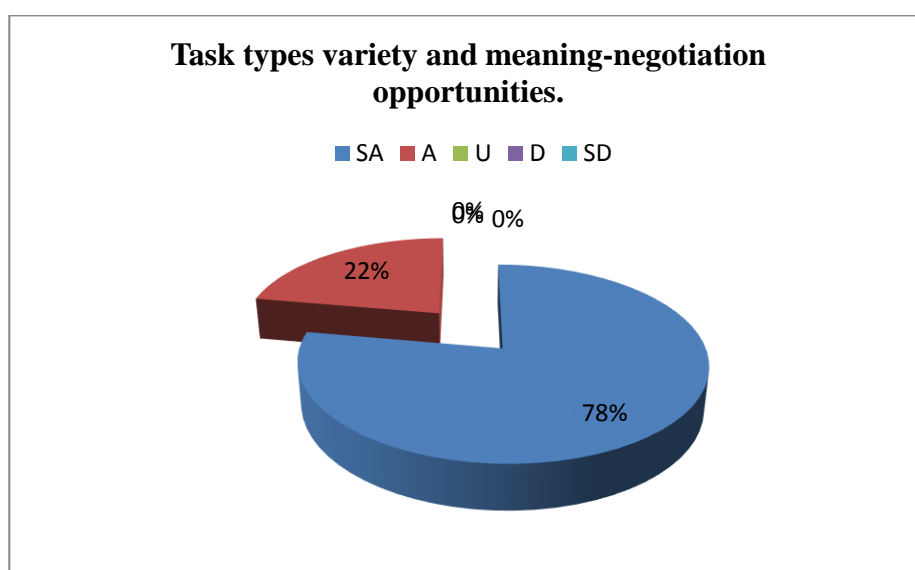


Figure 3.26. Task types variety and negotiation of meaning opportunities.

The first item aimed at about exploring teachers' perspectives whether the fact of assigning different types of tasks offers various opportunities for meaning-negotiation. According to the obtained data, fourteen out of eighteen teachers (14/18) i.e., (78%) strongly agreed that the variety of tasks does actually provide EFL learners with abundant opportunities to negotiate meaning. Four out of eighteen teachers (4/18) i.e., (22%) claimed that they agreed on the same statement. Meanwhile, none of the teachers (0/18) showed their disagreement with the given statement. The results denote that the participant teachers acknowledge the significance of assigning diverse types of tasks to offer many opportunities for negotiating meaning.

Item two: Task types affect the frequency (quantity) of communication strategy use.

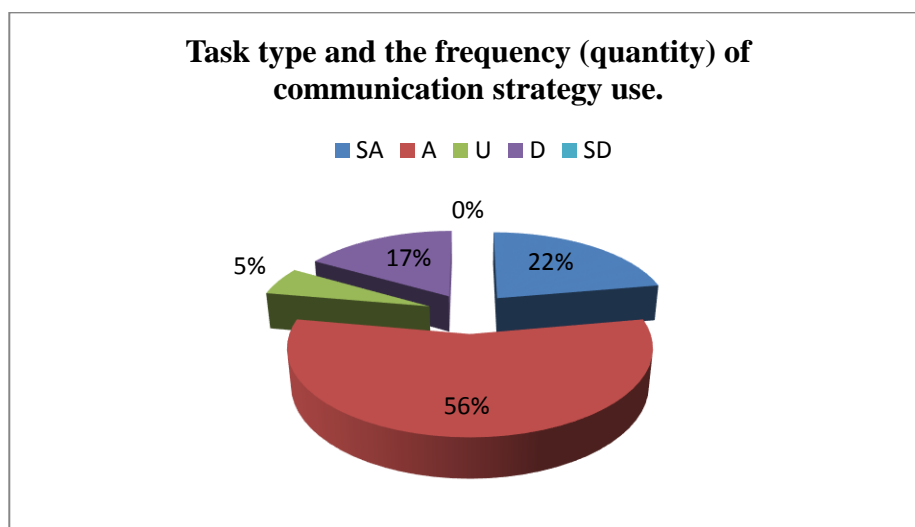


Figure 3.27. Task type and frequency of communication strategies use

The second item was addressed to investigate teachers' attitudes towards the concept that task type affects the frequency (quantity) of communication strategies. According to the obtained data, four out of eighteen teachers (4/18) i.e., (22%) strongly agreed that task types effects the frequency of CSs use, while ten out of eighteen teachers (10/18) i.e., (56%) opted for the choice "agree". Moreover, a teacher out of eighteen (1/18) i.e., (5%) opted for the choice "undecided", while three out of eighteen (3/18) teachers (17%) opted for the option "disagree" and none of them (0/18) chose "strongly disagree" option. The above results indicate that the majority of the teachers show their agreement about the effect that task types exert on CSs. Given that, it is obvious that the involved teachers know that the extent to which L2 use CSs is strongly aligned with the variety of the tasks they are assigned to perform in classroom.

Item three: Task Type affects the type (quality) of communication strategies.

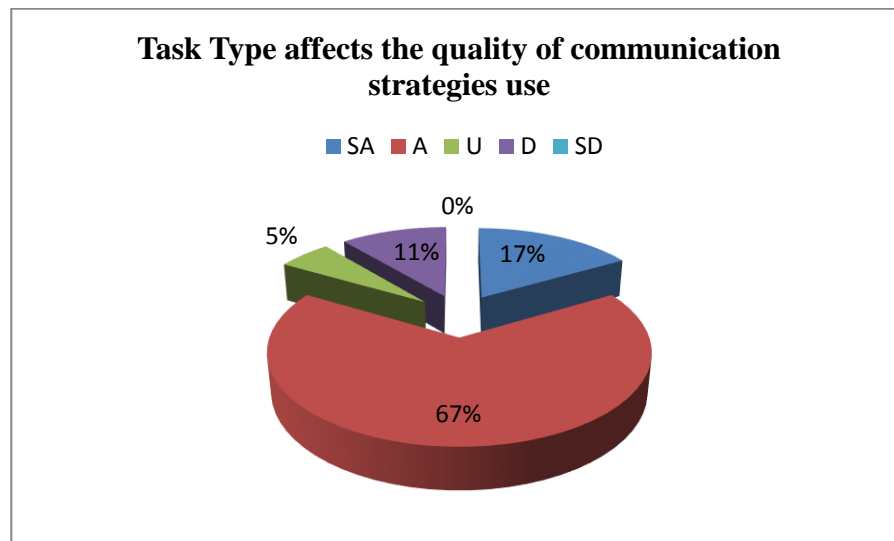


Figure 3.28. Task type and the quality of communication strategies' use

The third item was addressed to know teachers' perspectives about the effect of the task type on the type (quality) of CSs. According to the obtained data, three out of eighteen teachers (3/18) i.e., (17%) claimed that the task type affects the quality of CSs, while most of the teachers twelve out of eighteen teachers (12/18) i.e., (67%) opted for the option "agree". Meanwhile, another teacher (1/18) opted for the "undecided" option and three other teachers out of eighteen (3/18) i.e., (17%) expressed their disagreement with the given statement. Besides, none of the teachers opted for "strongly disagree" option. Based on the above data, it is evident that the majority of the teachers recognize that task types influence the quality of CSs' use. In considering the issues discussed in theoretical part, we can fairly state that teachers are in favour of the idea that task types have a strong influence the CSs in both frequency and choice.

Item four: The cognitive demands of the task affect the choice/frequency of communication strategy use.

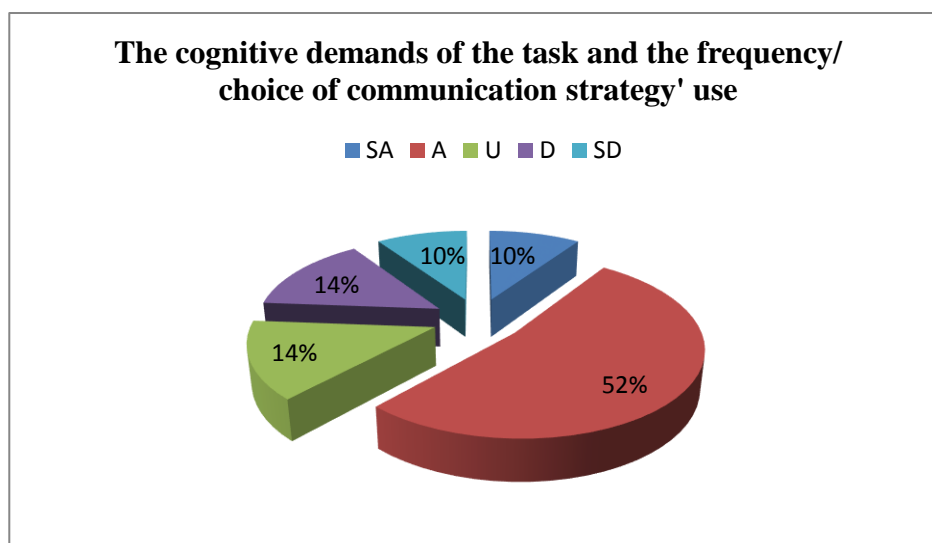


Figure 3.29. Task cognitive demands and the frequency of communicative strategy' use

This item was set to enquire about teachers' attitudes towards the idea that the cognitive demands of the task affect the choice/frequency of CSs use. According to the data obtained, (1/18) a teacher out of eighteen opted for the choice that they "agree" that cognitive demands affects the communication strategy use, while (9/18) the majority of the teachers, twelve out of eighteen, or (52%) opted for the choice that they "agree" on the influence of cognitive demands on communication strategy use. Moreover, (6/18) six out of teachers (14%) opted for the choice that they were "undecided". Meanwhile, (2/18) the other two teachers (10%) opted for the choice that they "disagree" and none of the teachers opted for the last choice "strongly disagree". Thus, it is obvious from the above responses got from this question is that the majority of the teachers showed their agreement on the idea that the cognitive demands of the task do influence the frequency of CSs use. Based on the data above, it is noticed that teachers are aware that the cognitive demands affect the frequency and choice. Accordingly, it is a positive sign to make task performance successful.

Item five: The linguistic demands of the task affect the choice/frequency of communication strategy use.

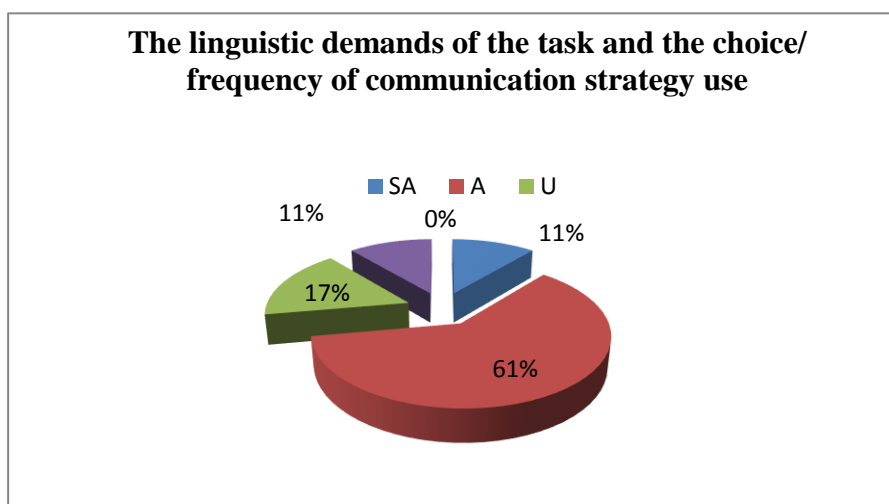


Figure 3.30. Task linguistic demands and the frequency of communicative strategy' use

The fifth item was set to know teachers' attitudes about whether the linguistic demands of the task affect the choice/frequency of communication strategy use. According to the obtained results, two teachers (2/18) i.e., (11%) opted for the choice that they strongly agreed that the linguistic demands affect the CSs use, while the majority of teachers (11/18) i.e., (61%) opted for the choice "agree" option. Moreover, three out of eighteen (3/18) i.e., (17%) opted for the choice that they were "undecided" and the two other teachers (2/18) i.e., (11%) opted for the "disagree" option. Finally, none of the teachers opted for the choice "strongly disagree". Thus, it is very clear that more than half of the population agree with the fact that the linguistic demands affect the use of CSs. Thus, the teachers involved in the current study are knowledgeable about the fact the more tasks are linguistically demanding, the more EFL learners make use of CSs. That is to say, whenever teachers assign tasks that stimulate EFL learners to use more lexical items, they, in a way or another, incite them to use more CSs.

Item Six: the context of the task affects the choice/frequency of communication strategies.

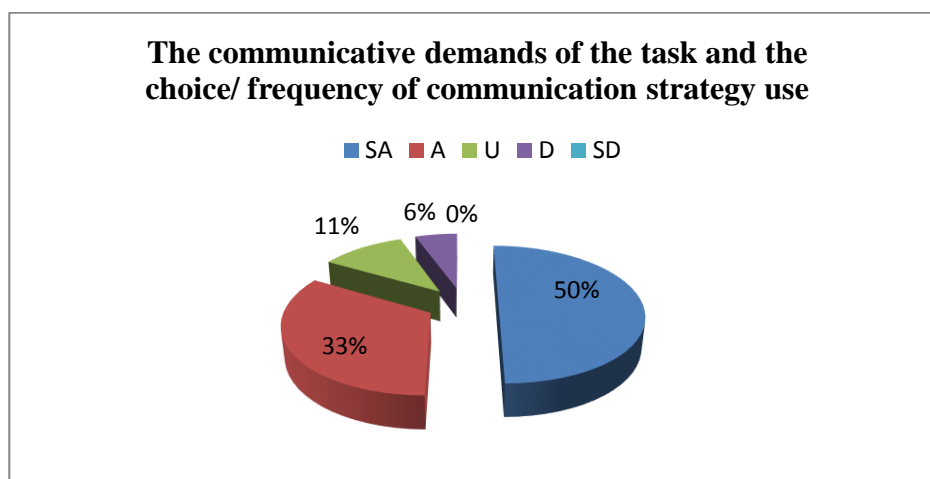


Figure 3.31. Task communicative demands and the frequency of communicative strategy use

The sixth item was addressed to see teachers' agreement on the view that the communicative demands of the tasks affect the use of CSs. According to the results above, nine out of eighteen teachers (9/18) i.e., (50%) responded with 'strongly agree', eight out of eighteen teachers (8/18) i.e., (44%) responded with 'agree', two out of eighteen teachers (2/18) i.e., (11%) responded with 'undecided', yet, only one teacher (6%) responded with 'disagree' option. The percentages provided above denote that most of the teachers know that CSs are affected by the communicative demands of the task. The data demonstrate that the involved teachers do confirm that the task' communicative demands influence the frequency and choice of CSs. In other words, exposing EFL learners to different communicative contexts may control the use of CSs in terms of frequency and choice which as explicated in the theoretical part of the dissertation.

Item Seven: the context of the task affects the choice/frequency of the communication strategies use.

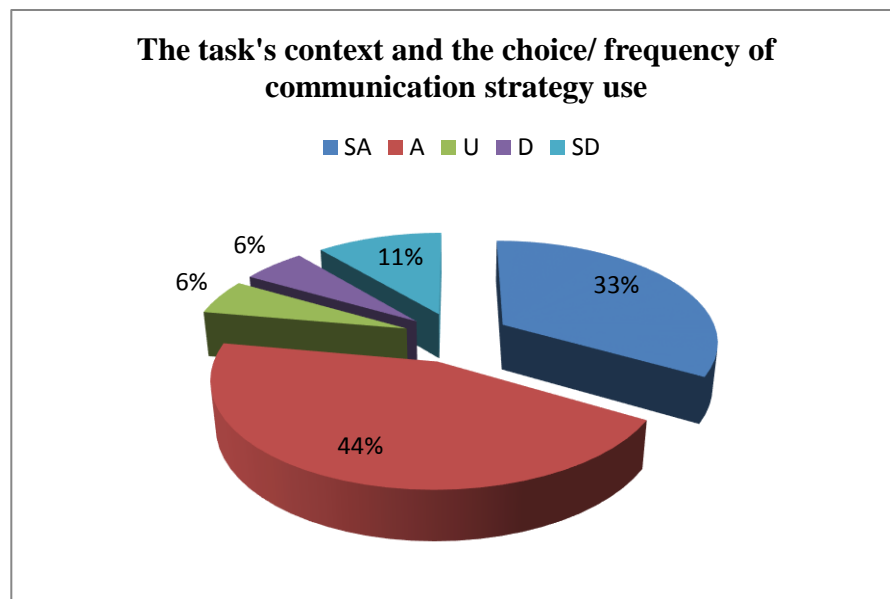


Figure 3.32. Teachers' attitudes on the context of the task

The seventh item was set to consider teachers' agreement on the view that the context of the task affects the choice/frequency of communication strategies use. According to the results above, six out of eighteen teachers (6/18) i.e., (33%) responded with "strongly agree", ten out of eighteen teachers (10/18) i.e., (55%) responded with "agree", (1/18) one teacher (6%) responded with "undecided", another teacher (6%) responded with "disagree", and two out of eighteen teachers (2/18) i.e., (11%) responded by ticking "disagree" option. The percentages provided above signify that most of the teachers acknowledge that the context of the task affects the frequency/ choice of the CSs use. Indeed, and as reviewed in the theoretical part, the context in which the task is conducted affects the use of CSs.

Item Eight: The nature of the task affects the choice/frequency of communication strategies use.

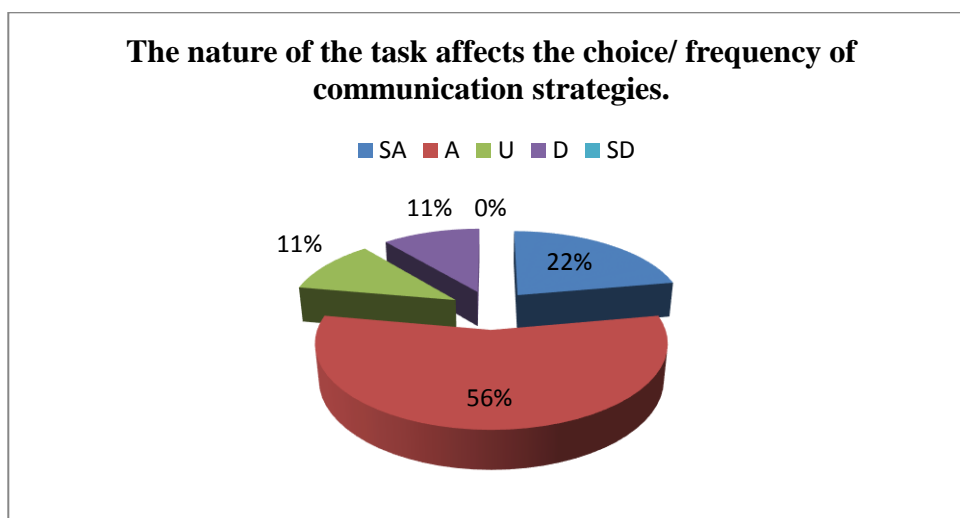


Figure 3.33. Teachers' attitudes towards the nature of the task

The eighth item was addressed to see teachers' agreement on the view that the nature of the task affects the choice/frequency of communication strategies use. According to the results above, (4/18) four out of eighteen teachers (22%) responded with 'strongly agree', (10/18) ten out of eighteen teachers (56%) responded with 'agree', (2/18) two out of eighteen teachers (11%) responded with 'undecided'; however, the same percentage (11%) responded with 'disagree'. The percentages provided above denote that most of the teachers agree and support the view that the nature of the task influences the frequency/choice of communication strategies use; however, only a minority opposes this view. Thus, it is very clear from the responses got from this question that more than half of the participants replied that they agree on influence of the nature on communication strategies, while a minority opposes this view. Thus, the majority of the teachers are informed about the significance of the task's nature influence on the frequency and choice of using CSs.

Item Nine: Time constraints affect the frequency/choice of communication strategies use.

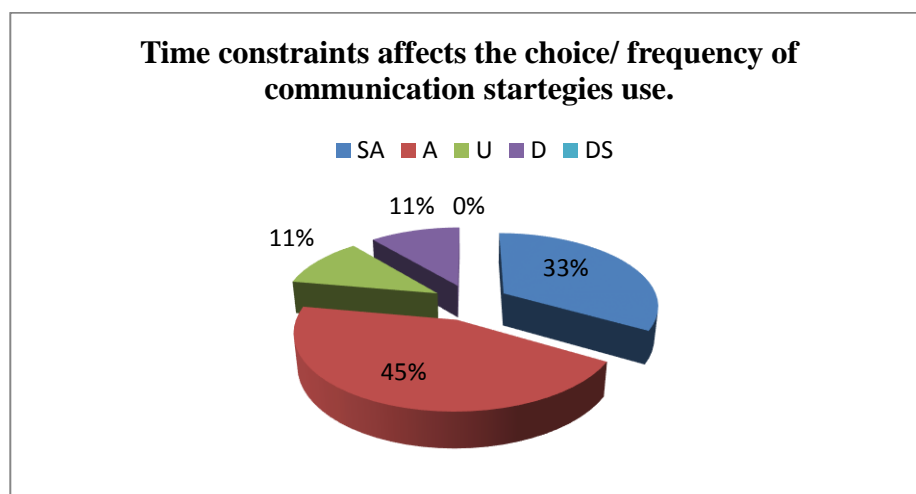


Figure3.34. Teachers' attitudes towards time constraints

The ninth item was addressed to see teachers' agreement on the view that time constraints affects the choice/frequency of communication strategies use. According to the results above, (6/18) six out of eighteen teachers (33%) responded with 'strongly agree', (8/18) eight out of eighteen teachers (45%) responded with 'agree', however, (2/18) two teachers (11%) responded with 'undecided', and other two teachers (11%) responded with 'disagree'. The percentages provided above shows that most of the teachers agree and supports the view that time constraints affects the choice/frequency of CSs use; however, a minority of them opposes this view. In the light of the above data, the majority of the teachers are knowledgeable about the significance of time constraints influence on the CSs use in terms of frequency/choice.

Question Sixteen

The last question was designed to elicit information from the participant teachers about any further comments/suggestions on the implementation of task types to develop learners' communication strategies. This question was formulated to know whether the teachers implement alternative tasks to promote their EFL learners' use of CSs as means of

compensating for breakdowns in communication processes. So, the majority of the teachers proposed the following recommendations:

- Communication strategies require the use of different tasks.
- Teachers should use a variety of classroom tasks that primarily motivate and engage them in meaningful negotiation in various contexts to cope with various problems.
- The way that should be presented is so important so that the teachers can achieve the communicative goal.
- In order to foster the learners' learning process, various tasks should be implemented which create opportunities for learners to practice communication strategies.
- Creating specific learning environments that boost learners to perform different tasks so that they can generate freely multiple communication strategies.

3.3.2.4. Interpretation and Discussion of the Questionnaire Results

The majority of the teachers at Royal Private School affirm that CSs are crucially important systematic ways used by EFL speakers for specific reasons:

- CSs are used by EFL learners to eradicate the mismatch between their available linguistic resources and their communicative intentions. Hence, CSs contribute basically to overcome learners' problems while communicating verbally which contributes to the success of SLA. Besides, interactional negotiation of meaning leads to a mutual understanding of the message between all the interlocutors.
- The involved teachers reckoned that CSs use is to some extent, affected by certain factors like: age, gender, and motivation ...etc. To most of the teachers, classroom tasks, as revealed by the majority of the teachers, are being conducted based on certain characteristics as dealt with in the theoretical part such as: communicative-goal orientation, depending on a set of processes and comprising all the four language skills...etc

- Teachers' years of experience show enable them to hold positive views towards the variation of tasks in EFL classrooms. Besides, based on their responses, they all highlight the focus on both form and meaning while conducting tasks in the learning process.
- Teachers' results revealed as well that they are aware of the importance of varying the roles they should play along with their students while performing tasks in EFL classroom. Moreover, teachers' attitudes emphasize that "real-world tasks" foster learners' use of the language outside and inside the classroom by stimulating and reactivating them to be ready for communicating in the TL under different circumstances.
- Teachers' attitudes reflected sufficiently their views towards the fact that the different linguistic, cognitive, and communicative demands of tasks do highly influence the use of CSs in terms of frequency and choice.
- Teachers' suggestions about the implementation of tasks to develop EFL learners' use of CSs prove that the majority of teachers do believe that the more teachers implement different classroom tasks, the more EFL learners generate and develop their CSs' use to cope with communication breakdowns; consequently, they can convey their intended meaning and reach to the communicative goals as a final outcome of accomplishing tasks in various contexts.

3.4. The Overall Discussion

The results gathered from both the SRI and the questionnaire indicate positive signs that there is a correlation between the use of CSs and implementing different task types in EFL classrooms. First of all, as it is explained in the theoretical part, CSs play a crucial role to overcome learners' linguistics shortage as well as to cope with the communication breakdowns. In addition, CSs contribute efficiently to overcome learners' language

inadequacies and facilitate the process of SLA. That is, the results of both implemented tools showed that the exposure of EFL learners to different task types stimulates them to utilize different CSs in accomplishing the given tasks. This confirms the stated hypothesis that, the more EFL learners are exposed to different task types, the more they use different CSs for accomplishing them. Besides, the results also indicated that CSs use differ in terms of quantity in all the implemented tasks. However, the quality of CSs use was different across the implement tasks. For instance, CSs use in the first task of both groups was nearly the same. However, CSs were to some extent different in free discussion, problem solving, and reading tasks which answer the previously addressed first question at the preliminary phase of conducting this piece of research. That is, the various the task types are, the more EFL learners generate CSs in terms of frequency and quality. Moreover, the data proved that CSs are used by learners to overcome their communication problems to bridge the gap in their linguistic knowledge in order to facilitate the conveyance of their intended messages and reach the communicative goal at the end which also answers the second addressed question of the current study.

Furthermore, the above data are in favour of CSs of exposing EFL learners to various tasks in EFL classrooms, because tasks have certain demands such as: linguistic, cognitive, and communicative demands which control the use of CSs. The variation of tasks has been supported, as mentioned in the literature review, and as stated by most of the teachers who participated in responding to the designed questionnaire.

3.5. Limitations of the Study

The present study aimed at investigating the use of CSs and task types in EFL classrooms. Accordingly, some obstacles and hardships were encountered during the process of investigation. They are subsequently listed:

The sample of the study was not highly representative, due to the number of both groups (Upper-Intermediate level) which is (34) thirty four students. It could have been more reliable to include more participants.

- Initially, the whole study was planned to be conducted with students at the English Language Department of Mohamed Seddik Ben Yahia University-Jijel. However, due to the given situation (long period of strike) through which all the Algerian universities went, it was impossible to do the work there. Therefore, the private school namely "Royal School" was targeted instead. Subsequently, the research was conducted with two groups of Upper Intermediate (communication level) English students (the only ones at this level) at Royal school.
- During the SRI some students were absent. Therefore, only the subjects who were present and taking a part in performing tasks, were called to participate in the SRI.
- While filming the subjects, we noticed that some of the participants felt embarrassed and uncomfortable to face the camera and speak freely. Hence, their genuine performance was influenced somehow during the first sessions. However, within time, they got used to the researchers' presence.

3.6. Pedagogical Recommendations

The implementation of different task types in EFL classrooms foster learners' abilities to use different CSs whenever communication problems occur in various communicative situations.

On the basis of the data obtained in this study: some recommendations are proposed:

- Teachers should develop learners' communicative competence by exposing them to a variety of classroom tasks so that they can further explore different communicative contexts, and thus enhance their use of the target language.
- Teachers should teach strategy training instruction.

- Teachers should take into consideration presenting up-to-date topics which attract the interests of EFL learners to communicate more and develop their communication skills.
- Teachers should strive to create a suitable as well as comfortable learning environment which increases EFL learners' motivation to communicate, interact, and negotiate meaning in order to raise their comprehension. The latter leads to a better language acquisition.
- Teachers should expose their learners to different kinds of input. In other words, each input should contain new relevant data. Besides, input has to be rich in terms of knowledge, vocabulary and pronunciation.
- EFL learners need to interact while performing tasks as much as possible in all types of activities so as to facilitate the course of their acquisition of the language.
- EFL learners should participate in communicative activities such as: presentations, debates, and discussions in order to fully practise the language.

3.7. Suggestions for Further Research

On the light of the findings revealed in the current piece of research, the following issues might be proposed as issues to be further investigated in future research:

- The correlation between EFL learner's language proficiency and the use of CSs is worthy to be investigated so as to know whether the former interferes with the frequency and quantity of using CSs.
- Studies should be conducted to see the effect of gender on the use and frequency of implementing CSs in EFL classroom.
- The effect of Teacher talk on the use of CSs should be further investigated.
- An experimentally-designed research might be of focal significance to prove the effect of task type on the use of CSs in which two groups would be formed and

the experimental one would be taught using tasks and the other group would receive an ordinary way of teaching. Then, the use and the frequency of CSs would be scrutinized in both groups.

Conclusion

This chapter presented the information obtained from both of the research tools. The data was gathered through two research tools. The first one was the SRI that was used to obtain learners' responses and reflections about their own performances. The second tool which was a questionnaire administered to (18) eighteen teachers to know about their perceptions about the relationship between the implementation of different task types to and the use of CSs. That is, this chapter was concerned with the presentation, analysis, and discussion of results obtained from both research tools. It also highlighted the comparison between the findings gathered. Hence, it was find that there a strong correlation between the implementation of different task types CSs. At last but not least, the chapter ended with suggesting some pedagogical recommendations and suggestions for further research on the use of tasks to develop CSs.

General Conclusion

The present study aimed at investigating the use of Communication Strategies and Task Types in EFL classrooms. It shed light on the various communication strategies used by EFL learners while performing different tasks. It also sought to highlight the connection that lies between the implemented task types and the frequency and quality of the used communication strategies by EFL learners in communication breakdowns.

This dissertation included three chapters, two chapters for the theoretical part. The first chapter dealt with issues in connection with communication strategies, and the second one reviewed the implementation of different task types in language classroom. The third chapter was devoted to discuss the practical part of the study. It discussed the analysis of the findings generated from the research tools.

The findings validated the previously stated hypothesis upon which the current study was formulated as the results confirmed that the more learners are exposed to different task types in EFL classroom, the more communication strategies they use for accomplishing tasks. In addition to that all the addressed questions asked at the preliminary phase of this piece of research were indeed answered. It was confirmed that the participant EFL learners relied on communication strategies whenever they were faced with communication breakdown situations while interacting verbally in classroom. Furthermore, the obtained data revealed that communication strategies use is noticeably affected by task types in terms of frequency and choice.

On the light of the findings of the current study, we recommend that EFL teachers should not stick to the use of a single type of task while attempting to develop their learners' communicative competence. They should try to diverge the assigned tasks so as to ensure that the learners are given the opportunity to be involved in diverse communicative situations that

stimulate them to make use of many communication strategies. In so doing, EFL teachers would also pave the way for their learners to enhance the frequency and choice of using communicative strategies in classroom.

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COMMUNICATION STRATEGIES AND TASK TYPE

Appendices

Appendix A

1. Taxonomies of Communication Strategies

Tarone 1977	Færch and Kasper 1983	Bialystok 1983
Avoidance Topic avoidance Message abandonment Paraphrase Approximation Word coinage Circumlocution Conscious transfer Literal translation Language switch Appeal for assistance Mime	Formal reduction Phonological Morphological Syntactic Lexical Functional reduction Actional red. Modal red. Reduction of prepositional content -Topic avoidance -Message abandonment -Meaning replacement Achievement strategies Compensatory strategies -Code switching -Interlingual transfer -Intralingual transfer IL-based strategies Generalization Paraphrase Word coinage Restructuring -Cooperative strategies -Non-linguistic strategies Retrieval strategie	L1- based strategies Language switch Foreignizing Transliteration L2-based strategies Semantic contiguity Description Word coinage Non-linguistic strategies
Paribakht (1985)	Willems (1987)	Dornyei& Scott 1995
1-Linguistic approach	Reduction	Direct Strategies

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Semantic contiguity	strategies <i>Formal</i>	<i>Resource deficit-related</i>
-Subordinate Comparison	<i>reduction</i>	<i>strategies</i>
Positive comparison	-Phonological	-Message abandonment
Analogy	-Morphological	-Message reduction
Synonymy	-Syntactic	-Message replacement
Negative comparison	-Lexical	-Circumlocution
Contrast and opposite	<i>Functional reduction</i>	-Approximation
Antonymy	-Message abandonment	-Use of all-purpose words
Circumlocution	-Meaning replacement	-Word-coinage
-Physical description Size,	-Topic avoidance	-Restructuring
Shape, Colour	Achievement strategies	-Literal translation
Material Constituent	Paralinguistic strategies	-Foreignizing
features Elaborated features	Interlingual strategies	-Code switching
-Locational property	-Borrowing/code	-Use of similar sounding
-Historical property	switching	words
-Other features	-Literal translation	-Mumbling
-Functional description	-Foreignizing	-Omission
Metalinguistic clues	Intralingual strategies	-Retrieval
2-Contextual approach	-Approximation	-Mime
Linguistic context	-Word coinage -	<i>Own-performance</i>
Use of L2 idioms and	Paraphrase Description	<i>problem-related strategies</i>
proverbs	Circumlocution	-Self-rephrasing
Transliteration of L1	Exemplification	-Self-repair
language Idioms and	-Smurfing	<i>Other-performance</i>
proverbs	-Self-repair	<i>problem-related strategies</i>
Idiomatic transfer	-Appeals for assistance	-Other repair
3-Conceptual approach	Explicit	Interactional strategies
Demonstration	Implicit	Resource deficit-
Exemplification	Checking questions	relatedstrategies
Metonymy	-Initiating repair	-Appeals for help
4-Mime		<i>Own-performance</i>
Replacing verbal output		<i>problem-related strategies</i>
Accompanying verbal		-Comprehension check

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output		<ul style="list-style-type: none"> -Own-accuracy check <i>Other-performance</i> <i>problem-related strategies</i> -Asking for repetition -Asking for clarification -Asking for confirmation -Guessing -Expressing non understanding -Interpretive summary -Responses Indirect Strategies <i>Processing time</i> <i>pressurerelevant strategies</i> -Use of fillers -Repetitions <i>Own-performance</i> <i>problem</i> <i>-related strategies</i> -Verbal strategy markers <i>Other-performance</i> <i>problem-related strategies</i> -Feigning understanding
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Appendix B

Researchers' Typology

Categories	Strategies used
Interactional CSs	<ul style="list-style-type: none"> -Asking for confirmation -Asking for repetition -Comprehension checks -Clarification request -Appeal for help
Positive self-solving CSs	<ul style="list-style-type: none"> -Circumlocution -Approximation -Self-correction -Use of all-purpose words
Time-gaining CSs	<ul style="list-style-type: none"> -Pauses -Self-repetition -Fillers
Non-verbal CSs	<ul style="list-style-type: none"> -Gestures -facial expressions
Accuracy-Oriented CSs	<ul style="list-style-type: none"> -Own-accuracy check
Achievement CSs	<ul style="list-style-type: none"> -Code switching -Foreignizing -Circumlocution -Exemplification
Reduction CSs	<ul style="list-style-type: none"> -Message abandonment -Message reduction -Message replacement

Appendix C

Stimulated Recall Video Transcription

The First Group

The First Session

Student 1:

Q1: Do you usually repeat some of your words as a strategy to give time to think about what you're saying or what you're going to say?

-Yes; sometimes when you are talking you repeat the last word you say to give yourself time but it depends... like maybe you said something wrong...so yeah .

Q2: Do you notice that you use words: something, stuff,...a lot?

-Yes I do I use them a lot actually

- **Why??**

-These words you can use them to refer to anything; so why not use them!!

Sometimes you forget the exact word for this thing and you're talking so fast so it is useful.

-Hum alright ... You use them to refer to certain words in English thank you so much

Student2:

Q:When you struggle saying the exact word that coming into your mind to convey them to others, what do you say?

-I try to explain this word by another phrase or sentence that can mean this word

You know, because sometimes you have words that are important for debate like something ... I don't know a conversation ... like you need this to explain the word to others ; so you use long sentences .. Sometimes you use this word and long sentences to explain emphasize the meaning

-Thank you!

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Student 3:

Q1: When you cannot communicate your ideas well, do you often say it in Arabic or do you use other solutions?

-It depends, when you are in a rush and that idea just come at that moment and you cannot wait until the others talk you may forget it; so you try to say it quickly and if you can't Like to forget the word you don't have time to remember and figure out which word in English it is, so it comes just like that and you say it in Arabic.

Q2: Do you often use your body language to illustrate your ideas so that it will be well comprehended by others?

-Well of course that's the point ...like body language really helps to communicate and exchange your ideas hum Because sometimes I can't find the right word so I use body language hopefully they get what I am trying to say that's it !

Q3: Do you often use long sentences to explain or describe an idea that you can't communicate in English?

Student: Yes it's obvious, like if you can't explain something ... that's means you couldn't say it in a few words you are trying to explain more by using long sentences and you even use body language like I said before

Student 4:

Q1: Why did you use the French word (les mannequins) here?

-This actually happens very often because I'm more familiar with French words

Q2: When you cannot explain your ideas do you use Arabic or French to express them?

-Yes, I usually use French also Arabic I have no problem using it

Q3: Why do you use such sounds like "Err, Ehm, like this...?"

-Ehm... I think to gain time

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Q4: Do you use such kinds of phrases or fillers to help you gain time every time?

-Yeah, sometimes but it depends whether for you to find another word for the others to understand.

Q5: Do you often correct yourself when you notice that you have made a mistake, for example in you pronunciation, grammatical mistakes?

-Yes, this happens immediately when I notice that I made a mistake I usually correct it.

Q6: When you cannot communicate your ideas well, do you often ask for help, for example your teacher's or classmates' help, to carry on your idea or to give you an equivalent of a word you don't know how to say it in English?

-It's generally my teacher, it often happens with an eye-contact so she understands and she helps.

This is only the first part from the SRI. The rest could not be transcribed

The Second Session

Student 1:

Q 1: Why are you moving your hands when you're talking? Do you usually use it when you're facing a difficulty in speaking or it's just a habit?

-In fact it is just a habit and I think that using body language makes the conversation more familiar and more warm.

Q 2: Why do you usually repeat (some of) your words while you are talking?

-It's usually... it's usually either to know where I've stopped and complete my idea or just to emphasize or focus on that word

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Q 3: Did you notice that you use a lot of sounds like ‘um’, ‘uh’, ‘er’ while you are talking ?

-I think it's a natural trick to gain time in order to feel more comfortable and less nervous

Q 4: How often do you correct yourself when you notice that you've made a mistake for example in pronunciation, vocabulary or grammatical structures?

-I can't be precise but each time I notice that I've made a mistake I actually correct it immediately.

Student 2:

Q 1: Well Karim, you were repeating some of your words when you are talking, can you say why?

-I usually repeat my words so people could understand like the point I'm going to like I'm going to explain cuz sometimes people don't get what you mean what..whatyou're trying to explain to them so you need to say that twice and something so people can get like the main idea of what you're talking about

Q 2: Karim, you use a lot of examples when you're talking, why?

-Well I do examples are so important when it comes to getting ideas to someone like if you're not gonna give an example or like give an argument to your like proposition of like an idea the person is not gonna get you or sometimes he's gonna tell you to give me an example so he can understand what you're meaning or like what you're idea is.

Q 3: Do you often use your (body) language to illustrate your thoughts?

-Yeah I usually do that it's like a part of my personality when it comes to discussing subjects with other people like if you're gonna use your body (parts) like you if you

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do that it shows to the other part that you're confidence in what you're saying and you're like talking the truth when it comes to that like if you're gonna use your hands or like any your hands or like your fingers or something like that you're showing to that person that you're interested in the conversation and you want to and you want to get into the, you want to convince him in some way

Student 3:

Q 1: So Ishak, why do you sometimes shift from English to Arabic?

-Sometimes I just don't know the word in English so I use the Arabic one (instead of the English)

Q 2: Ishak, do you often use this strategy? I mean try to describe or explain your ideas with long sentences when you can't find the exact word?

-Yes I often use long sentences and even give examples in order to in order to explain the missing word.

Student 4:

Q 1: So Manar, when you express your ideas, why do you use examples?

-Yes I sometimes use example cuz I need to clarify my ideas and support them cuz sometimes the idea is so complicated to be just expressed by words without illustration

Q 2: Do you sometimes need to pause to think of what to say and then you continue the idea where you stopped before?

-Of course cuz simply I'm not a native speaker I mean I need some time to think before expressing the idea in order not to switch to Arabic.

Q 3: Do you sometimes feel that you are repeating certain words frequently?

-Yeah sometimes I'm not aware of all the dictionary sometimes I need my, I find myself obliged to repeat the same idea or at least the same key words

COMMUNICATION STRATEGIES AND TASK TYPE

Q 4: Do you sometimes repeat these certain words to convey specific idea or to emphasize certain ideas for the others?

-Yeah sometimes I don't have the synonym or the exact...the other meaning or yeah the close meaning to this word so I just repeat it.

Student 5:

Q 1: When you express your ideas, why do you give examples?

-I give examples to explain my idea and to simplify my idea to make them understand it and believe it.

Q 2: Why do you use body language and gestures when you speak with the others?

-I use body language and gestures to make them feel like I'm not lying and my I'm saying something true

Q 3: Why did you use fillers like 'um, uh' when you explain your idea?

-I use them when I'm not sure about something or I'm not..sometimes I don't find the exact words so I just say that to think

Q 4: Do you always ask your teacher or your classmates about their opinions of what you say when you, for example, when you share your ideas in for example problem solving, debating sometimes?

-Yeah I do ask for my friends' opinions and my teachers cuz I need to hear everybody's opinion maybe I'm wrong maybe all of them agree on something I don't agree on it so I see that I'm wrong and they are and they are correct.

COMMUNICATION STRATEGIES AND TASK TYPE

Q5: When you face a difficulty or when you struggle to tell some ideas to the others, how do you behave to fix this problem?

-I give examples or I use gestures or references maybe I use some simple words sometimes I use Arabic maybe...that's it. Also I ask my friends and my teacher to help me to...

-To talk or to fix the situation.

Student 6:

Q 1: Sirine, why did you use fillers like 'um, uh'?

-Actually it's something nature in me it's I mean it's in my personality and it's just come out it keeps coming out like I don't know. Also I use them sometime to sometimes to gain time.

Q 2: Besides, why did you sometimes use body language? When you speak

-I'm not aware that I'm using it sometimes because it's something natural also and sometimes I use it to deeply express my idea or something like that.

Q 3: Why do you sometimes shift from English to Arabic?

-Because sometimes I can't make others understand me sometimes I don't know the exact word in English so, and sometimes I try to make them because I try to...(make them understand you) understand you, that's it

Q 4: When you express your ideas, why do you use sometimes examples?

-I think because it's, because I think when because I think it's like a proof, yes and sometimes I can't, you can't get them, you can't make the idea like so clear that's why I use examples

Q 5: How often do you use examples?

-I always use examples... because I always try to convince others that I have a good ideas or that sometimes my ideas are right.

COMMUNICATION STRATEGIES AND TASK TYPE

Student 7:

Q 1: So Yasser, why did you use the French word “le beauf” here?

-At that moment like it was joking, like it was on the spot I didn't know the exact like word in English so I tried to be quick I was in a rush so I tried to tell them the jock quickly and that's it...

Q 2: Do you usually correct yourself when you notice that you have made an error, a mistake concerning pronunciation or grammar or vocabulary?

-It depends like when we are learning or discussing something the goal of discussing that subject is to correct our mistakes or like our errors and mistakes of course I'm gonna correct them and try to focus on them but when you are like trying to tell them an idea quickly and everyone is talking like you don't have the time to just say it and stop and then try to know where is the exact mistake and try to correct it so it depends like whether you have time or not.

Q 3: Why do you tend to repeat some or all of your words when you're talking?

-Like the first reason is that like you have to repeat them if you are talking about the subject (let's say) you're talking about confidence so you'll always gonna repeat the same word confidence and sometimes like it happens that you forget the next word that you're gonna say so you start like repeating it while you are thinking about what you're gonna say later.

COMMUNICATION STRATEGIES AND TASK TYPE

Interviewee 8:

Q 1: Monsif, do you usually tend to correct yourself when you notice that you have made an error or a mistake concerning grammar, vocabulary, pronunciation?

-Correct myself when I talk? Yeah when I make a mistake I always like I tend to be the first to correct himself or myself because yeah I always try to say things as correct as possible yeah...

Student 9:

Q1: Okay Moumen, do you often ask your teacher or classmates for more clarification to support your opinions or the ideas that you have got from their speech?

-Yeah, of course sometimes like when I don't get the idea or like I have similar idea or opinion I always like try to get to know their opinion if I didn't heard of or I didn't get it, this like can make me can make the idea in my mind like I can clarify yes that's it. And also to check my idea to check if my idea are similar to them, that's it.

The Third Task

Student 1:

Q1:How often you give examples to further clarify your ideas?

-maybe two times or three, I don't give a lot of examples that's it

-Why is that?

-because like... hum examples... I use them to explain more but sometimes when the idea...

- You feel your idea is well clarified so no need to

-yes!

COMMUNICATION STRATEGIES AND TASK TYPE

Q2: Did you notice that you use this sounds a lot “hum; err; like” and you also move your head a lot when speaking; can you say why?

-It's just my nature when I use lot of body language because I feel like it makes the conversation more familiar and warmer it gives people you are talking to the feeling that you do really care and you need to talk to them.

Q3: Exactly; do you often correct yourself when you notice that you have made a mistake for example in your pronunciation; grammatical mistakes?

-Yes I do.

Q4: Ok; do you pay attention to the listeners' reaction to your speech to make sure he or she understands you?

-Yeah I usually do

Q5: How often do you give examples to further clarify your ideas?

-I generally do it makes it clearer

-Thank you!

Student 2:

Q1: Why do you use feelers like “well; I think; I guess”?

-It just sometimes I lose my train of thought so I just use them to remember what I am saying and make my idea well organized

Q 2:In the previous conversation while you were communicating why did you stop for some times and then continue the conversation?

-It just false under the same cause as I said I just keep thinking about which word I can use to describe what I am saying .

Q3: How frequently do you stop?

-I always stop in every sentence.

COMMUNICATION STRATEGIES AND TASK TYPE

-Because of this reason you stop and shift to other words, do you always replace your message with a simpler one because you felt you are not able to communicate well?

-I didn't get it

-When you stop and when you lose your ideas, how do you behave? Do you replace the message you forget with simpler words??

-Yes I keep thinking about something similar and close in meaning (03:41)

Student 3:

Q1: Lina, how often do you give examples to further clarify your ideas?

-I always give examples; most of the time to express my idea about that thing.

Q2: Why do you use your hands when you're talking?

-I don't really use my hands; but it's good to use them to show what you are talking about like giving strong words.

Student 4:

Q1: Chaima, while communicating, why you did use examples in your conversation?

-Because it helps more to transmit the message and make the ideas clear.

Q2: How often do you use examples?

-hum I don't, but I give examples because it helps me

Q3: Why do use body language for examples gestures facial expressions?

-It helps me express myself and feel comfy while I'm talking it helps me psychologically

Q4: Do you always ask your teachers or friends to confirm your opinion or your idea like "isn't, is it "?

COMMUNICATION STRATEGIES AND TASK TYPE

-Yes, sometimes I do, maybe because they have other ideas about this opinion and maybe they will convince me to change my mind

Q5: Why did you use fillers like “hmm, I think ...”?

-I usually when I give my opinion I'm not sure about because I talk about my thoughts and not facts

Q6: Do you pay attention to the context you say while you are talking?

-yes of course it's an obligation

Q7: Do you correct yourself immediately when you make mistakes?

- Not really but sometimes when I notice that I made a mistake I do

Q8: Do you sometimes stop speaking to have some time to think and then you carry on?

-Yes, because ideas don't come immediately so I need to relax.

Student 5:

Q 1: Moncif, how often do you give examples to further clarify your ideas?

-I try to give examples to clarify my ideas; but not always.

The Fourth Task

Student 1:

Q 1: How do you act when you face difficulties in expressing your ideas, were you abandon the message completely or you change it by using other words?

-I try to change the words when the idea is completely like disappeared or just try to get my memory back and....

- So you don't abandon your message!

-No, I don't.

Q 2: So Omar when you say "khali bark a miss" why did you use exactly Arabic here?

COMMUNICATION STRATEGIES AND TASK TYPE

-I don't know is aaaa is our mother language language so use it for Cuz I don't know

-You don't know. You just use it.

Q 3: So how often you shift from English into Arabic?

-Why!.. for example when you are laughing we use Arabic more than English
cozeaaa... coze we are our language is Arabic so it's more funny then English for us.so is use Arabic

-Yes , maybe you don't know the exact word in English sometimes so you switch to Arabic

-Yeah for example “**khali bark**” yeah you can't say it in English there's no word in English you can say “**khali bark**” so... Yeah

Q 4: So Omar sometimes youstart your sentence and you don't complete it why exactly?

-What do you mean with I start my sentence and I don't complete it?

-I thought you maybe you lose your ideas or you...

-Maybe I don't find the exact words to make them understand my idea about that thing so.

-I lost the explanation exactly you repeat please.

-Maybe I don't get I don't know the exact words to make them understand my idea about that thing so ...I miss complete the sentence for us yeah.

-Okay thank you so much Omar.

COMMUNICATION STRATEGIES AND TASK TYPE

Student 2:

Q 1: So, Balkais while you are interacted last time or communicated do you always do you always face a difficulty to convince others by your opinion?

-Not really, because sometimes our opinions especially here in the in our group. They're not like so different... like the difference in one point or two. But in that point in particular, it was like totally the opposite... like my opinion and some opinions of the other my other classmates were a little bit like... not a little bit different completely different. So I try to convince them using like some examples and using my humble thoughts and opinions and arguments let's say, but still like hard to convince them in that point in particular.

Q 2: How often or how does it happen to you?

-Um sometimes like rarely let's say...not rarely but 30percent of times yah.

Student 3:

Q 1: Rim, tell me how do you act when you face a difficulty when you express your ideas? So you try to convince other's that your opinion is right how?

-Of course I use my body language coz it's really a good solution in those cases and I try to just stop a little bit to think and think and then I just tell my idea and explain how I understood it.

-So you gave an example

-yah

-So you use examples to...

-Yeah because they are like arguments

-Yeah they support your...

-Yeah my idea.

-Exactly thank you so much!

COMMUNICATION STRATEGIES AND TASK TYPE

Student 4:

Q 1: So, Chaima you repeat words a lot why? ; When you are talking you repeat your words.

-I think that's kind a habit for me, but..you know when you are talking you are just doing this and aaa you repeat ..

- You use it to gain some time to think?

-Yeah to gain some time and yah you repeat the word like to know what you've ended and start again and again.

-Thank you so much Chaima!

Student 5:

Q 1: Yasser, last time you asked your teacher to explain for you complexities and unremitting so do you always aaa when when....sorryface difficultwords?

-Difficulties in the meaning of words ... I don't know sometimes it happens like the sentence is so simple , all the words are simple, but I don't know I coplex the sentence and try to understand it in another way , so sometimes I get confused .

-So do you always aske your teacher to explain them for you?

-Sometimes I try to make an effort myself and sometime I ask my teacher.

-When you find a difficulty you ask your teacher.

-Yeah yeah when sometimes I feel like when you look for the word yourself you will find the answer and won't forget about that word, coz you spent some time and effort on it yah that's it.

-Thank you so much!

COMMUNICATION STRATEGIES AND TASK TYPE

Student 6:

Q 1: Do you always say the message in your mind completely correct or you change its meaning or you abandon it in case you face difficulty?

-Most of the time I change my mind in saying something like that here comes to my mind, but I don't say it directly I always most of the time I think about it in my head and try to make the best of it , and correct it from mistakes before I tell it. But sometimes it's just comes to my mi my head unconsciously like I don't think about .

Q2: Do you use examples to support your ideas?

-Sometimes yah I do like Experian ex maybe something I have experienced before or something I've seen before yah yah maybe..

-thank you so much

Student 7:

Q1: Do you always say the message in your mind in complete way or when you forget about it you try to say it differently or you simpler words?

-uh sometimes like when I can't get the the like how do we say the the word that can express this idea I always trying like make it simple you know .And sometimes even like you can't say it simple like they are like - how do we say – they are like terms that cannot say in English yah ..so sometimes if can't like express it you should give .. How do we say (teacher: simpler word...) or you can just say it in Arabic if ...yah

-So you don't abandon the message in your mind in case you face difficulty .you always complete your massages.

-yeah I think it's the important thing yah if especially if you are with your friends or people that like how do we say understand your English or your dialect. I think it's more like to express the idea well better than trying to (leave it incomplete)yah.

COMMUNICATION STRATEGIES AND TASK TYPE

Q 2: How do you support your ideas?

-I... it's actually it depends on the idea sometimes you should like should support it with the examples (yaah) because like examples how do we say aa... it's like support your idea and give it a power. Sometimes when you can't give you can't express the idea well, the examples like they express it so... and that's it I think examples are...

-Yeah thank you so much

Student 8:

-Q 1: How do you support your ideas?

-Hum what do you mean?

-For example when you talking about an idea and you need your friends to be convinced with so how you are going to support this idea?

-I just try to make it as simpler as I can and chose the words that they can understand and make my idea so clear for them.

-Okay. Do you use examples?

-No not really

-Thank you so much.

Student 9:

Q 1: How do you act or you behave in case you face a difficulty in expressing your ideas whether you abandon your message completely or you try to change it a bit?

-Yeah it feels like weird I don't know it's kind of hard when you it's like aa its complicated because sometimes you get stuck when you are expressing yourselves uh yourself and then I don't know its embarrassing for me but I always try to like simplify things to get rid of the situation yah that's how I ...

Q 2: why did you use Arabic? You switch from English to Arabic?

COMMUNICATION STRATEGIES AND TASK TYPE

-Because it's my mother's tongue ; I don't know we are like uh this environment is Arabic so sometimes like u cannot like u know how to express it in Arabic to avoid like uh uh I don't know like using the not the inappropriate words and stuff like use Arabic because they will truly understand it.

-Thank you so much

Student 10:

Q 1: Did you notice that you use body language while you are speaking can you tell why?

-Yeah it's my way of speaking even in Arabic and that's a habit that my parents hate on me because when I when I tell a story I use my hand and my body and sometimes when I hate I hate them I hit them when try to act something so I always use body language ma even English

Q 2: when you communicate do you tell the message exactly that came into your mind or you change it?

-I always I always tell the...

Q 3: How do you support your messages or your ideas?

-The examples (yah exactly) with examples and you can say my way of speaking

-yeah why do you use the examples?

-To prove it real to prove it's happen to me um I don't know it's one of my habit.

-Do you use them always, sometimes.....?

-Always uh something bad about me that am honest more than (than should be) it should be yah. I always said what the first thing came to my mind ,I don't lie I don't try to change it like it tells me before I always try to be honest ... uh that's it .

Q4: Another thing when you speak do you always lose your ideas?

-I lost them when am stressed

COMMUNICATION STRATEGIES AND TASK TYPE

-Okay so it's happened sometimes

-yeah

Q 5: Do you sometimes convey the exact message; it means that you don't forget about the words or the I don't know ideas?

-I forget them when am stressed.

-Uh only when you are stressed sometimes okay.

-When I talk to myself in the mirror I don't forget anything, when I come with persons I always forget.

Q 6: Can you tell me why do you sometimes you shift between using Arabic and English?

-Uh it's a hard question.

-No, no. it's not that hard just feel comfortable to answer.

-Okay because sometimes the word in English come a little bit slowly so I use Arabic in place of saying that word or if I didn't find uuh the word I change it by one on Arabic.... When I tell a joke I use Arabic

-Thank you so much

Student 11:

Q 1: Why do you use body language?

-Body language? I don't know

-is it too natural for you to use it?

-Yeah I always like it's not just when I speaking in English like uh I don't know even if am speaking in Arabic I just like you see right now am using my hand.

-Yeah so you used them always.

COMMUNICATION STRATEGIES AND TASK TYPE

Q 2: How do you act when you face a problem in communicating or difficulty to convey your message to the others?

-That's it I use my

-So am goanna explain for that you add other words simpler words or you leave the message incomplete so as you seen in the video , I can repeat if you dint remember .so you were talking like this and you didn't start the message you didn't complete it .

-Really I thought I...

Q 3: You use short sentences it was not a longue conversation .does it always happen to you?

-Yeah I guest always

-So how do you behave in case of this trouble?

-Just leave it like this I like I don't know I just like leave it like this if you don't understand me it's not my problem I tried so hard to uh I don't know .

-Just feel comfortable to say anything, you don't complete or you just try ...

-I try my best to like (put it in simpler way) yah and like I can use my hand like other easier words but that's it

- Yes thank you so much

Student12:

Q1 : Do you tell your message exactly as it came into your mind or you change it?

-Uh yes some yes I I told to the people that same message the true message.

Q 2: In case you face a difficulty or a problem in communication for example a problem in speaking and you tend to forget. How you behave?

-I start thinking how to say it in another way I mean sometimes like I use my body language or I say it in Arabic.

COMMUNICATION STRATEGIES AND TASK TYPE

Q 3: How did you support your messages, support your ideas?

-Uh (to let the others understand you well) I say to expand in another ones and I try to make it to use easy language easy words to another people yes.

-You focus on the key words. Thank you so much!

Student13:

Q 1: Do you pay attention to the content or the message you say?

-Yes of course

Q 2: In case you realize you made a mistake In pronunciation do you correct it immediately?

-Yeah if I can .if I realize that am in fault. That's if I think that I said it right I can't here you talking.

Q 3: Do you tell the others. The message in your mind the exact way or you changed it?

-Yeah because I think because I give them an example of a Britain guy reacted to Africa.

Strudent 14:

Q1: Do you always use example?

-If I if difficult to understand so I use example to to easy to easy to make it easy.

Q2: Did you notice that you use you're a lot of facial expressions, jesters and body language can you tell me why?

-I think that make me more comfortable and I think by that it happen automatically. I think by that I can maamaa made myself more clear and aa more understood

Q3: Yeah,how do you behave or you act when you convey a message and you almost aaa you are about to forget it?

-I don't understand when I get the message?

COMMUNICATION STRATEGIES AND TASK TYPE

-Now you are going to tell them a message like u did tell them about the example of your cousin so ,**how do you behave do you say the message as it comes to your mind or you change sometimes the words or the meaning ?**

-No I don't change anything. I am somebody who said whatever its came to my mind I don't pretending or try to aa..

-So you don't plane the words or the things that you are not saying in your mind so you just tell them!

-Yeah its depend on the person and the story .so when the person is a someone who I love it's impossible to change the words or the story, but you but sometimes in some places (in front of your teacher and classmate for example) yah in some places you can't say it the true the truth it's may hurts the other or hurts the.. I don't know, but generally I don't like to change a lot in the stories.

Q 4:if you forget the message for example if you forget the idea may you use simpler words?

-Yes yes.

Student 15

Q1: How do you support yourself when you seem or you about to forget the message? I mean the idea you are telling the story of your uncle for example you may forget some words. How did you support your words or your ideas to the others to let them understand you?

-I start thinking that its normaleits normal uh yes um nuh don't know I ... to keep myself confident and just speak.

Q 2: Do you use examples?

-No

COMMUNICATION STRATEGIES AND TASK TYPE

Q 3: Do you always forget the message you want to tell or you don't have a difficulty to say something for the others?

-Uh when I wants to tell you something I don't find any difficult I directly say it without anything.

-Yeah thank you so much

Q4 : Zinou, did you notice that you use a lot of feelers like um uh I mean why?

-Yes i knew that In general I speak with that way because even when I speak right know with you am using it because I learn from the films not from the people around me because there is no one who speak English like me..yes I just learn it from films and videos from YouTube so.

-Using them to show that you are thinking

-Yes as you said to show you that am thinking about about sentence or a phrase I wanna say uhm and that's it maybe.

Student16

Q 1: Why do you shift sometimes from English to Arabic; sometimes you mixed Arabic with English why?

-I mean I think in Arabic then I say it in English.

-Yeah you speak in Arabic then you say some words in English uh sorry you speak in English and use sometimes some words in Arabic like today yesterday...

-Actually I didn't understand the meaning of your question ...sometimes I speak with the friends in Arabic they in order to speak in English so they can understand well... uhm actually here in the classroom I speak with the English just with the teacher . If she ask me in English I will replay in English and sometimes I speak in English if the teacher tell us that .

COMMUNICATION STRATEGIES AND TASK TYPE

Q 2: Tell me why did you use your body language jesters with the hand when you explain and when you talk?

-To explain what I am saying.

- Do you always use body language?

-No, just in explaining somethingyes it depends on the speech am speaking about.

Q3: When you communicate, when you want to say something do you tell it exactly as it come to your mind or you change it when you feel that you are about to forget it?

-No, I just say it as i... in my mind.

Q 4: Do you notice in the video that you have a problem in communication?

Yes, I ... when I talk sometimes I stopped I think about the...i mean when am stopped I just think about the about that am gonna say that's it maybe.

- Does always happened to you or sometimes...?

-No, not always when I knew that the thing am gonna speak about it doesn't happened ,but when I speak about thing I just knew it for 5minuts or I mean as a short moment it just happen with me.

Q5: Another question: do you always leave your messages incomplete or you always try to complete them using simpler words?

-As it depends; sometimes I complete what am... and sometimes am not.

-Yes that

-Second Group

The Third Task

Q1: Did you pay attention to the content or the ideas you said when you said last time when you are speaking?

-not a lot, I have make your attention for a simple word but the others

COMMUNICATION STRATEGIES AND TASK TYPE

Q2: Do you correct yourself or your mistake immediately when your life you realize that you made a mistake for example in pronunciation?

-of course I have correct them because my teacher will kill me if I, I don't.

Q3: Do you always correct your mistakes or, sometimes or often...?

-when I have seen the people don't make attention for my mistakes I.....but if you notice that your mistake is clear, I correct it.

Q4: So in case you face problem in communicating or you likely to forget about the word you gonna Sais, what do you do?

-I will say.....

Q5: Do you use gestures or you replace your message with simple words?

-yes, I will use the simpler to complete the message. Because the message learner want to know what I want to show them. (Understand me)

Q6: did you pay attention to the content or the ideas you were said last time?

-yes, of course I just taking the notes of what I am saying before.

Q7: Do you always correct yourself when you realize a mistake; for example pronunciation?

-Honestly, I didn't .i we never pay attention for mistakes .when I have the time.

Q8: last time you face a difficult word to explain or to understand its meaning, then you ask your teacher to explain it .So, do you always prefer to ask your teacher to explain for you difficult words?

-yes, if I didn't understand something, I didn't keep it in my mind. I just ask for something don't understood for me.

Q10: Do you always ask your teacher for examples; you gave your teacher a French word then ask here to give their equivalent?

-yes, sometimes she gave me the answer.

COMMUNICATION STRATEGIES AND TASK TYPE

Q11: why you ask your teacher to give you the equivalent of these French words?

-Because it is difficult for me .and for remember it in the future.

Q12: Do you always ask your teacher because you don't know how to say the word in English; or because you don't know it at all?

-Because I have never heard about it.

Q13: sometimes you know the word and want to confirm, or you don't know?

-If I am not sure about the meaning.

Q14: Why did you keep saying the same adjectives, eg: good, nice, while the teacher has wrote many adjectives in the board ?

-yes, I didn't use the adjectives of the teacher, because it is difficult, I use my.

Q14: Why did you repeat certain words when you are speaking?

-I a lot, because am not perfect at English speaking, I just use some simple words am just beginner in English.

Q15: Why did you use Arabic when you said Zineeddin?

-because they starting to talking with me in Arabic.

Q16: Why did you stop for some time to link of what you say or when you remember for example words you want to say?

-Because the words won't come to my mind in speed way and I said before for you I am not perfect in English.

-How frequently that happen to you; sometimes, rarely ...?

-Yes. Always when am with my classmate I speak normally but when I am in the class the words doesn't come to my mind.

Q17: Do you pay attention to the content or the ideas when you speak?

COMMUNICATION STRATEGIES AND TASK TYPE

-yes, I do .

-Always?

-No, not always. But when the subject belong to someone I did.

Q18: Did you always correct to yourself; eg in pronunciation?

-In my daily life I just speak, when in the test I did.

Q19: Why did you use fillers like: em,uh ah?

-Because I was afraid to say something wrong, and I don't know my classmate well.

Q19: Why do you use these fillers "em ...er"?

-Yes, for gain time.

Q20: Did you notice that last time that you face or youstruggle to find the exact word?

-yes, sometimes I didn't find the words that I want it.

Q21: sometimes you can't say everything?

-yes, it's happened to me.

Q22: How do you face this problem in communication when it happened to you?

-yes, I start think in simple words.

Q23: Does it always happened to you or sometimes, often.....?

-sometimes when I was stressed.

Q24: last time you were repeating your point of view .why?

-Because I was interesting in her opinion, and to know what she is wanted to tell about her opinion.

Q25: do you always ask to repeat their point of view when you don't understand or when you want to focus more

-Yes, to focus on their idea.

COMMUNICATION STRATEGIES AND TASK TYPE

Q26: do you always ask teacher to explain for you or to know what she talks about?

-when I didn't understand the task I ask my teacher

Q27: What in the case you face difficult activity of the last time with the objectives?

-Yes, always.

-The Fourth Task

Q1: You notice that you use a lot of examples when you give explanation about Ramadan to know that we are Muslims why?

-to make them understand more because that person have no idea what we do in Ramadan so you have to explain to give clear idea of Ramadan.

Q2: Do you always give examples to the others?

-yes I use it a lot to make my idea and myself clear and to fast my idea well.

Q3: Can you tell me why did you use Arabic to name dishes in Ramadan?

-I don't know yes, also I think the English like **HRIRA** they do not have it , do not use it , do not know how say it in English.

Q4: When you face a difficulty a word did you always ask your teacher or the others to explain it?

-yes, when I don't understand a word I ask my teacher to make it clear for me and sometimes check the dictionaries also.

Q5: When you talk when you speak when you communicate do you always convey the same message came into your mind or you change them; I mean you explain them in simple words?

-yes. I the idea that comes to my mind I try to make it clear and express it in an easy way.

COMMUNICATION STRATEGIES AND TASK TYPE

Q6: Can you tell me why you use body language when you speak?

-it's a habit I use my hand my face, I think to express more to show the others it's a language yes.

Q7: When you express your ideas do you try to explain them or simplify them in different way?

-yes, most of the time to get the idea closer the person I speak to.

Q8: Do you ask the others or ask your teacher to give an equivalent of an Arabic word in English?

-no, not always. I use it rarely.

Q9: Why did you use Arabic sometimes?

-when I give some difficult words, I have not face them before I use dictionaries.

Q10: Do you always convey complete messages when you talk or sometimes you leave them incomplete?

-most times, all times I am lazy person that's why.

Q11: When you face a difficulty in word do you ask your teacher to give an equivalent in English?

-yes, when I was in classroom I do because here job, she havefast more just looking into the dictionary.

Q12: When you communicate did you always convey your messages in complete way or sometimes?

-to be honest I sometimes do not finished my idea because of stress. I am always stress I don't know why.

Q13: Did you avoid on purpose talking about I do not talk to myself; I mean self-talk?

COMMUNICATION STRATEGIES AND TASK TYPE

-no, I didn't speak about these topic, I just telling I do not speak with myself.

Q14: do you always ask your teacher to explain difficult word when you do not understand?

-yes of course.

Q15: Do you always ask her to give the equivalent of an Arabic word when you do not understand?

-yes, all the words I don't understand it. I ask to give me information about them.

Q16: Do you complete your idea when you communicate with others?

-Not always .let's say 80%of my speech I complete my idea.

Q17: Last time you say 'ZINEB JIDA' you use Arabic but you do not use English why?

-I don't know but all the time I say him JIDA because to he know which JIDA.

Q18: Do you always ask your teacher to explain for you difficult word?

-No.

- What if you face a difficult word?

-I don't care .i really do not care.

Q19: Do you give examples when you express your ideas?

-to make it easy to understand the point which I refer to.

Q20: Last time you use simple and shorter sentences?

-it's my nature even in Arabic

Q21: Do you always avoid talking the topic saying I do not know and you sometimes you do not talk with your teacher?

-yes. always if I do not like the topic or if I do not have any idea say" I don't know ."

Q22: When if you face difficulties in expressing your idea?

COMMUNICATION STRATEGIES AND TASK TYPE

-No, I continue my sentence in Arabic.

Q23: Why do you sometimes use a shorter sentences? Do not speak a lot.

-because I make it clear .if I didn't make it clear I speak more.

Q24: Do you always give examples to the others?

-if it is difficult subject ,simple subject I don't need.

Q25: Do you always complete your idea to the others?

-No.

Q26: You always complete them?

-yes I always complete them.

Q27: You notice that you sometimes stop a short period then you carry on?

-yesit depends what I study because I study French in the morning, spend halftime
and I speak very well

Q28: Moncef do you give examples to others?

-yes, to explain these somethings.

**Q29: Do you complete your message or you communicate with others with
incomplete ideas?**

-generally sometimes I do, I try to do my best to tell my idea to the others as I see
them according to the opinion.

Q30: Today you a lot of examples can you tell me why?

-for instance somebody talk about religion that I know this religion and correct the
idea.

Q31: do you always give examples to support your idea?

-yes I have to give examples to make them understand message and convince them.

Q32: in case you face a difficulty and you do not know the equivalent in a word

.do you ask your teacher to explain it for you?

COMMUNICATION STRATEGIES AND TASK TYPE

-actually when I do not know these words in English I stop talking, when I back home it and I decide to read Novels.

Q33: If you are in classroom, you ask your classmate?

-yes, I ask them then, they give me the answer then I write it at the end of the copybook.

Appendix D

Teachers' Questionnaire

This questionnaire is intended to gather data for the accomplishment of research study entitled: *Exploring the Use of Communication Strategies and Task Type in EFL Classroom*. Would you, please, tick the small box (es) corresponding to the items you think are more appropriate and provide full answers whenever necessary. Your answers and personal opinions will be of great assistance in gathering data and making the current piece of study valid and reliable. The answers you provide will be treated anonymously and confidentially.

Thank you for your collaboration.

SECTION ONE: *Background Information*

1. How long have you been teaching English?

- a. 0-5 years ☐
- b. 5-10 years ☐
- c. More than 10 years ☐

SECTION TWO: *Communication Strategies Use.*

COMMUNICATION STRATEGIES AND TASK TYPE

Bialystock (1983) pointed out that communication strategies (CSs) used as “all attempts to manipulate a limited linguistic system in order to promote communication” (p.102).

2. Do communication strategies play a role to overcome learners' linguistic shortage?

a. Yes ☐ b. No ☐

➤ Would you please justify how?

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.....

3. Do interactional negotiation of meaning strategies contribute to a mutual understanding of the message?

a. Yes ☐ b. No ☐

➤ Would you please state how?

.....
.....

4. Does the use of communication strategies by learners compensate for breakdowns in communication?

a. Yes ☐ b.No ☐

5. Do you think that the use of communication strategies affect the success of second language acquisition?

a. Yes ☐ b. No ☐

6. To what extent do you think that the following factors influence the use communication strategies?

COMMUNICATION STRATEGIES AND TASK TYPE

Factors	Statements	Extremely	Considerably	Somehow	Not at all
Age	Learner's age affects the use of communication strategies.				
Gender	Male and female differ in the use of communication strategies.				
Language proficiency	Language proficiency influences the learners' use of communication strategies.				
Personality	Personality traits (introvert/extrovert) affect the use of communication strategies.				
Motivation	Motivation affects the use of communication strategies.				
Mother tongue	The mother tongue affects the use of communication strategies.				

SECTION THREE: *Task Type in EFL Classroom.*

7. Would you, please, indicate how much do you agree with the following statements by ticking strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SA).

Statements	SA	A	U	D	SD

COMMUNICATION STRATEGIES AND TASK TYPE

1. A task involves a primary focus on meaning.					
2. A task has a clearly defined communicative outcome.					
3. A task is a work plan (a plan of what learners will do).					
4. A task involves real-world processes of language use.					
5. A task can involve any of the four language skills.					
6. A task engages cognitive processes (selecting, classifying, reasoning...).					

8. Which types of tasks do you prefer to assign your students in classroom?

- a. Information-gap tasks ☐
- b. Reasoning-gap tasks ☐
- c. Opinion-gap tasks ☐
- d. Problem-solving tasks ☐
- e. Role-play tasks ☐
- f. Jigsaw tasks ☐
- g. Decision making ☐
- h. Opinion exchange ☐

COMMUNICATION STRATEGIES AND TASK TYPE

i. Others.....

9. Which of the following task phases do you use in classroom?

a- Pre-task ☐

b- During task ☐

c- Post-task ☐

d- All of them ☐

10. The role (s) you play in the task performance is:

a- Facilitator ☐

b- Monitor ☐

c- Assessor ☐

d- Selector and sequencer of tasks ☐

e- Supporter of language if needed ☐

11. During task performance, learners play the role of:

a- Participants ☐

b- Monitors ☐

c- Risk-takers ☐

12. Do real-world tasks enable learners to use language differently in various contexts (outside and inside the classroom)?

a. Yes ☐

b.No ☐

COMMUNICATION STRATEGIES AND TASK TYPE

13. Do pedagogic tasks enable learners to use language differently in various contexts (outside and inside the classroom)?

- a. Yes ☐ b.No ☐

14. At the end of the task, teachers aim at achieving:

- a. Meaning (the content of the message). ☐
- b. Form (focus on accuracy) ☐
- c. Both ☐
- d. Others.....

SECTION FOUR: *Communication Strategies and Task Type.*

14. Would you, please, indicate how much do you agree with the following statements by ticking strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SA).

Statements	SA	A	U	D	SD
1- Different types of tasks offer various opportunities for meaning-negotiation.					
2- Task type affects the frequency (quantity) of communication strategy use.					
3- Task type affects the type (quality) of communication strategy use.					
4- The cognitive demands of the task (such as selecting, classifying, reasoning) affect the choice/ frequency of communication strategy use.					
5- The linguistic demands of the task. (appropriate					

COMMUNICATION STRATEGIES AND TASK TYPE

lexical items to solve communicative problems) affect the choice/ frequency of communication strategy use.					
6- The communicative demands of the task affect the choice/frequency of communication strategies use. (the more materials are used in classroom, the more comprehension and communication take place.)					
7- The context of the task affects the choice /frequency of communication strategies use. (the more contextualized the task is, the more comprehension and communication take place)					
8- The nature of the task affects the choice/frequency of communication strategies use.					
9- Time constraints affects the choice/frequency of communication strategies use.					

**15. Would you please, add any further comments/suggestions about the
implementation of tasks to develop EFL learners' communication strategies.**

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Thank you so much for your cooperation.

Résumé

Cette étude tente d'explorer la relation entre l'utilisation des stratégies de communication et la mise en œuvre de différents types de tâches dans les classes d'Anglais comme langue étrangère. L'objectif de l'étude est d'examiner les différentes stratégies de communication utilisées par les apprenants d'Anglais comme langue étrangère pour remédier à leurs problèmes de communication lors de l'exécution des tâches en classe. Cependant, il est supposé que si les apprenants d'Anglais sont exposés à différents types de tâches dans en classe, ils peuvent utiliser différents stratégies de communication. La thèse est divisée en deux parties principales; dans les deux premiers chapitres une théorie dans laquelle les questions liées aux types de tâches et aux stratégies de communication sont abordées. Le troisième, qui montre la partie pratique, a exposé les résultats obtenus des outils de recherche. Par conséquence, la méthode d'approche mixte a été utilisée tout au long de l'adoption de l'interview de rappel stimulé, qui a été adressé à trente apprenants de niveau intermédiaire supérieur sur trente-quatre (30/34) à Royal School-Jijel. En outre, un questionnaire a été distribué à tous les enseignants (18/18) de la même école afin de déterminer leur attitude à l'égard de la mise en œuvre de divers types de tâches sur l'utilisation des stratégies de communication. Les résultats obtenus ont révélé que plus les apprenants sont exposés à différents types de tâches, plus ils peuvent mettre leur stratégies de communication en usage. En outre, l'étude révèle que la fréquence d'utilisation des stratégies de communication est étroitement liée à la variété de types de tâches utilisées en classe. À la lumière des résultats, des recommandations pédagogiques et des suggestions de recherches ultérieures sont proposées à la fin de la thèse.

ملخص

تهدف هذه الدراسة إلتقصي العلاقة بين استراتيجيات التّواصل التي يستخدمها متعلمو اللغة الإنجليزية للحد من مشكلات التّواصل و بين تنفيذ أنواع مختلفة من الواجبات المدرسية في اقسام اللغة الإنجليزية. تنقسم الدراسة إلى قسمين رئيسيين ؛ الفصلان الأولان ، يعالجان نظريا القضايا المتعلقة بأنواع الواجبات المدرسية واستراتيجيات التّواصل. في حين يعرض و يعالج الفصل الثالث عملي النتائج المتحصل عليها من خلال أدوات البحث. تستند الدراسة إلى فرضية أنه كلما أدى المتعلمون واجبات أكثر تحسنت قدرتهم في استخدام استراتيجيات التّواصل. و لذلك، من اجل اختبار هذه الفرضية، تم استخدام أداتين لجمع البيانات هما: مقابلة استدعاء التحفيز، والتي أجريت مع ثلاثين من أصل أربعة وثلاثين (34/30) متعلم في مدرسة خاصة لتعليم اللغات الأجنبية (روايل سكول جيجل)، بالإضافة إلى إرسال استبيان لجميع الأساتذة (18/18) من المدرسة نفسها لاستطلاع آرائهم حول تأثير الانعكاسات الناتجة عن تنفيذ مختلف الواجبات المدرسية على استخدام استراتيجيات التّواصل لدى المتعلمين. كشفت النتائج المتحصل عليها أن متعلمي اللغة الانجليزية بالفعل يعانون من مشاكل تعرقل سير عملية التّواصل مما يدفعهم لاستخدام استراتيجيات مختلفة للحد من تلك المشاكل. علاوة على ذلك ، كشفت الدراسة أن تواتر استخدام استراتيجيات التّواصل يرتبط ارتباطاً وثيقاً بمجموعة متنوعة من الواجبات المدرسية المستخدمة في اقسام اللغة الإنجليزية كلغة أجنبية.