



University of Moulay Tahar- Saida. Teacher: Mr. Slimane Lakhdari.  
Faculty of Lettres ,Languages and Arts.  
Section of English.

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### Communication Strategies:

#### **Overview:**

There is no ideal speaker of a language, communicative competence even in our mother tongue is something relative, we make occasional mistakes, we abandon communication sometimes due to lack of knowledge or the fear to commit mistakes, these strategies or tactics are known by the communication strategies.

From different prospects, linguists define communicative strategy in different ways. For example, Tarone (1980) studies CS from **the interactional perspective**, Brown (1994) looks at CS from the perspective of **error resources** while Færch and Kasper (1983) perceive CS from **psychological approach**.

Tarone defines communicative strategies as “...*mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared*” of both speaker and hearer will resort to a number of strategies: **paraphrase, transfer, avoidance**, and others.

From the perspective of error resources, Brown suggests that “*communicative strategy is actually the process of interlingual transfer and the context of learning as a learner tries to get a message through to a hearer or reader*” (Brown 1994). The communicative strategies can act as the conscious employment of verbal or nonverbal mechanism for communicating an idea. Brown’s definition can reflect what strategies have been used by a speaker through the analysis of errors.

From the psychological perspective, Færch and Kasper (1983) define “*communicative strategy as potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal*” (Færch and Kasper 1983, 36). Færch and Kasper view that there are two possible strategies for solving a communication problem: avoidance strategies and achievement strategies.

#### **Types of Communication Strategies:**

Communication strategies have five main categories and a number of subcategories which add up the following list:

##### **A. Paraphrase:**

Paraphrase includes three subcategories which are:

a-**Approximation:** The use of such native language (L1) vocabulary items or structures, that the language

learner is aware of not being correct, but which shares certain semantic features with the desired item, thus satisfying the speaker's intention (e. g. a big rock instead of boulder, or pipe instead of water pipe).

b- **Word coinage**: The learner is making up a new word – most often on the spot - in order to communicate

a desired concept (e. g. air ball for balloon or smoking leaf for cigar).

c- **Circumlocution**: The learner describes the major characteristics or elements of an object, action or person instead of using the target language (TL) equivalent (e. g. She is, uh, smoking something. I don't know what is its name. That's, uh, Cuban, and they smoke it in other countries, too).

## **B. Transfer:**

Transfer has two subcategories that are:

a- **Literal translation**: The learner is translating word for word from L1 to L2 (e. g. He invites him to drink.

replacing They toast one another.).

b- **Language switch**: The learner uses the L1 term without bothering to translate it into L2

## **C. Appeal for Assistance:**

This refers to the learner asking for the correct term or structures from an exterior source of information, most likely a teacher or a fellow student (e. g. What is this? or How do you call that in English?).

## **D. Mime:**

Mime is related to the speaker using non-verbal strategies substituting an expression

## **E. Avoidance:**

Avoidance consists of two subcategories outlined below:

a- **Topic avoidance**: The language learner is omitting concepts for which his/her vocabulary is lacking at the

time of speaking.

b- **Message abandonment**: The language user begins to talk about a concept but being completely unable

to continue doing so due to a lack of phrases and expressions and thus ends up stopping in the middle of

an utterance.

## **Conclusion:**

Communication strategies are a crucial part of the competence-based language education system, as well as essential techniques for any fluent speaker of a (foreign) language within and without the language classroom. They are required for adding to the fluency of any speaker of a second or foreign language when the speaker is facing difficulties in verbal communication. In addition, they are both teachable and highly

adaptable to the different study situations within and without a language classroom.

These techniques can be made personal by presenting a large number of methods from which the students themselves can choose their own personal favourite(s). Those presented with these techniques shall become less intimidated and more efficient speakers of a foreign language due to the mental and verbal arsenal standing behind them.

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