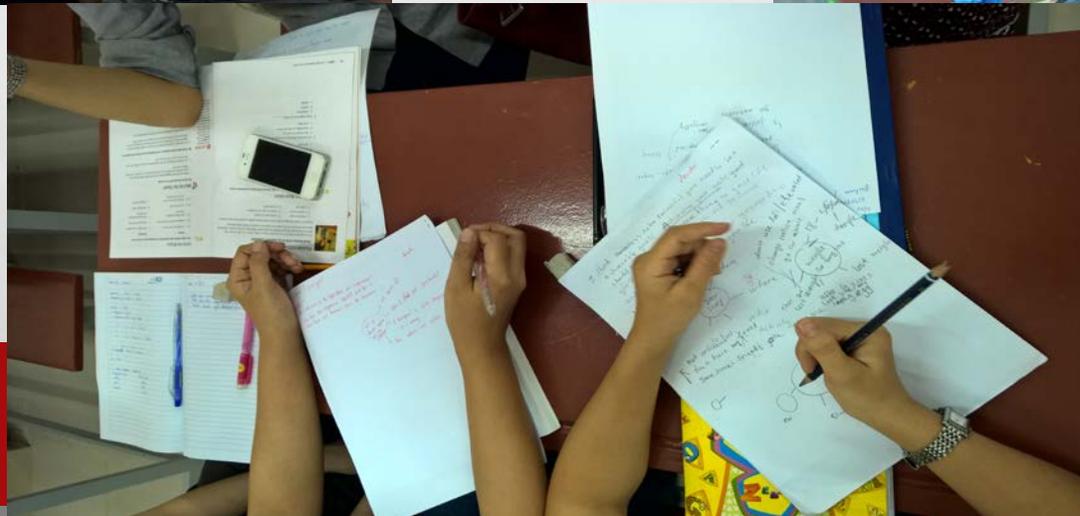


# COMMUNICATION STRATEGIES

Bui Do Cong Thanh - HOU



# WHAT CAPTURES MY INTEREST IN THE SPEAKING CLASS?



# CONCEPTUAL FRAMEWORK

**Grammatical  
competence**

**Sociolinguistic  
competence**

**Communicative  
competence**

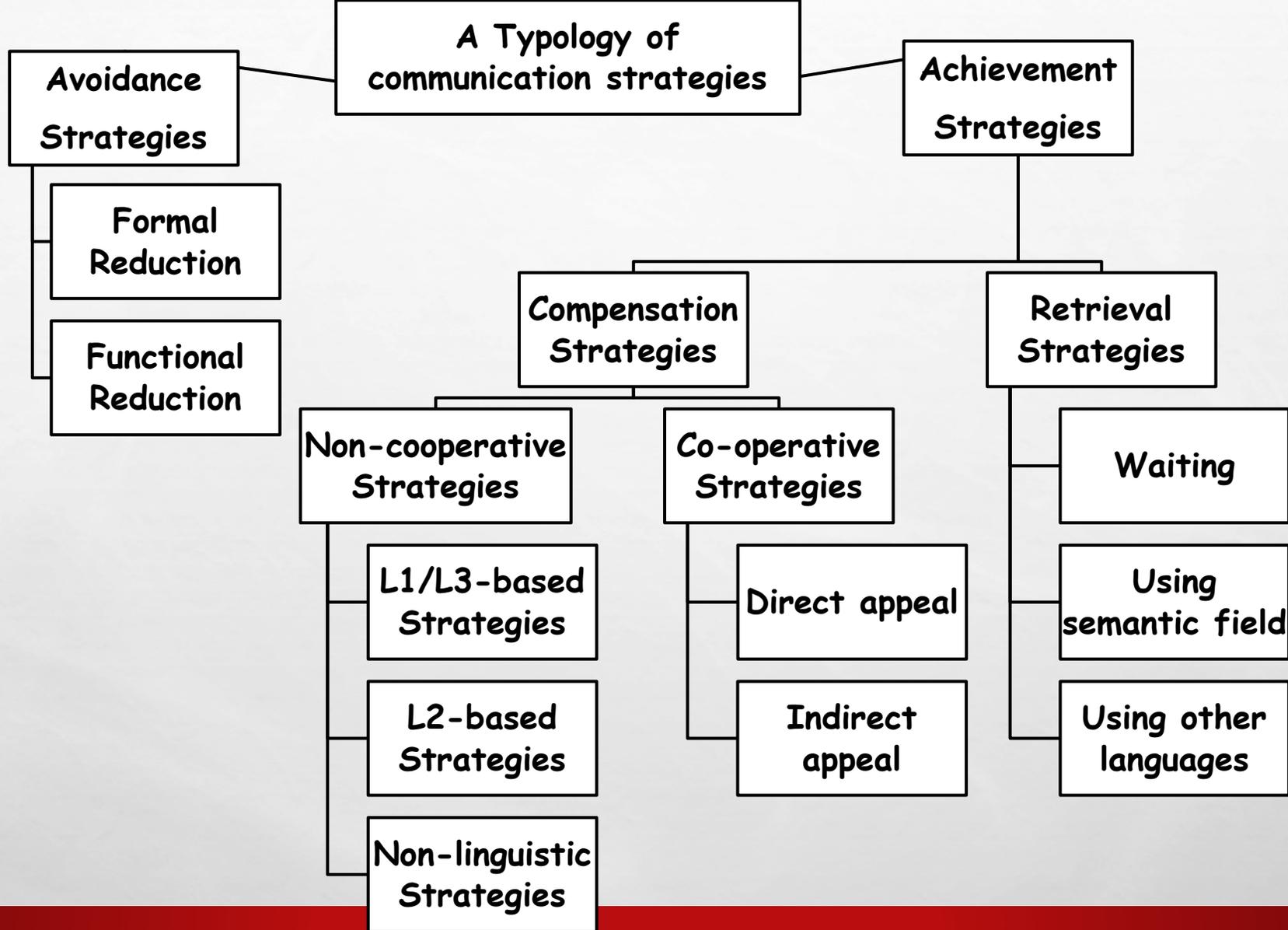
**Discourse  
competence**

**Strategic  
competence**

# COMMUNICATION STRATEGIES

Varadi (1973)	Faerch & Kasper (1980)	Corder (1977)	Tarone (1981)	Faerch & Kasper (1984)
<p>L2 errors are realized as being <b><u>accidental</u></b> and <b><u>intentional</u></b>. If they are made intentionally, they are the result of communication strategies.</p>	<p><b><u>Potentially conscious plans</u></b> for solving what to an individual presents itself as a problem in reaching a particular communicative goal (p.81). Learners may not realize their use of CS</p>	<p>CS is considered as <b><u>being problem-oriented</u></b>. Learners' efforts in demonstrating communication strategies are recorded as a short-term solution to a problem.</p>	<p>CS is a mutual attempt of two interlocutors (<b><u>dialogue</u></b>) to negotiate an agreement on meaning. CS is closely related to <b><u>strategic competence</u></b> (Canale &amp; Swain, 1980).</p>	<p>CS can still be found in <b><u>monologue</u></b> because communicative problems still occur in monologue as much as in dialogue.</p>

**To sum up, CS is the psycholinguistic plan which exists as the language user's strategic competence. They have two fundamental features: potential consciousness and problem orientedness and accredit learners' attempts to enhance the effectiveness of communication (strategic competence) in both monologue and dialogue.**



*Communication Strategies as conceptualized by Faerch & Kasper, 1984*

# ROLE OF COMMUNICATION STRATEGIES

- The insufficiency of L2 linguistic knowledge enables students of all levels, even the less competent ones to “communicate within restrictions” (Savignon, 1983, p. 43).
  - This technique can be deployed to test out their existing linguistic knowledge in an effort to keep their communicative channel open and simultaneously expand their linguistic resources.
- To sum up, Kumuravadivelu, 2006 regards communication strategies as one of the tactical factors that “*help learners pay attention to potentially useful linguistic input and also promote opportunities for negotiation thereby activating necessary cognitive processes*” (p. 38)

# CLASSROOM OBSERVATIONS

Subjects	Level of English	Types of communication strategies
<b>33 freshmen (DH15AV56)</b>	Intermediate	lexical avoidance, syntactic avoidance, phonological avoidance, literal translation, foreignizing, non-verbal signals and time-gaining strategies
<b>40 sophomores (DH14AV44)</b>	Upper-intermediate	L2-based strategies, namely paraphrase and restructuring; non-verbal signals; retrieval strategies and time-gaining strategies

# IMPLICATIONS FOR ELT

## PEDAGOGIC PRECEPTS (the WHAT)

## IMPLICATIONS (the HOW)

1. The conversion of language input into learner output is the bedrock of L2 instruction.

1. offer students comprehensible inputs and have them work on these inputs for language use in negotiated interaction and negotiated interpretation.

2. contextualize linguistic inputs as language is more than a system. It should be treated far more as discourse. This calls for the contextualization of linguistic inputs so that learners can maximize the language use for interaction with those inputs.

# IMPLICATIONS FOR ELT

<b>PEDAGOGIC PRECEPTS</b> <b>(the WHAT)</b>	<b>IMPLICATIONS</b> <b>(the HOW)</b>
<p>2. The initiation of negotiated interaction and interpretation in language classrooms is of great importance.</p>	<p>3. facilitate negotiated interaction in which learners have more freedom and flexibility to control their talk.</p>
	<p>4. increase students' motivation and build up their positive attitude towards learning situation in which shared decision-making is implemented to decide how learning and teaching should be organized.</p>
	<p>5. highlight cross-cultural differences in communication strategies use, especially in employing non-linguistic strategies as in some cultures, the same gestures can convey different meanings.</p>

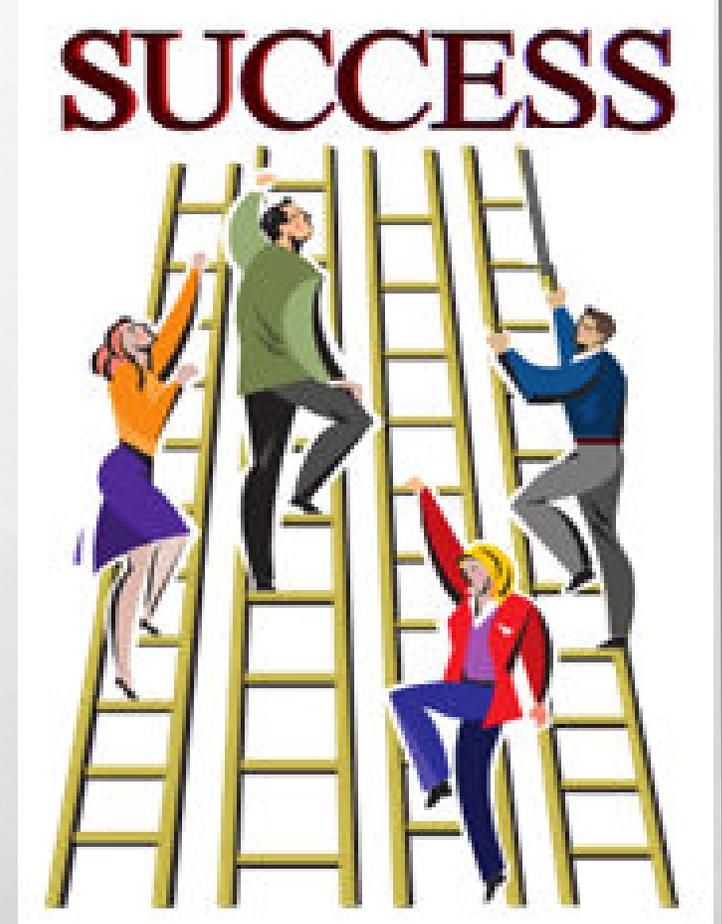
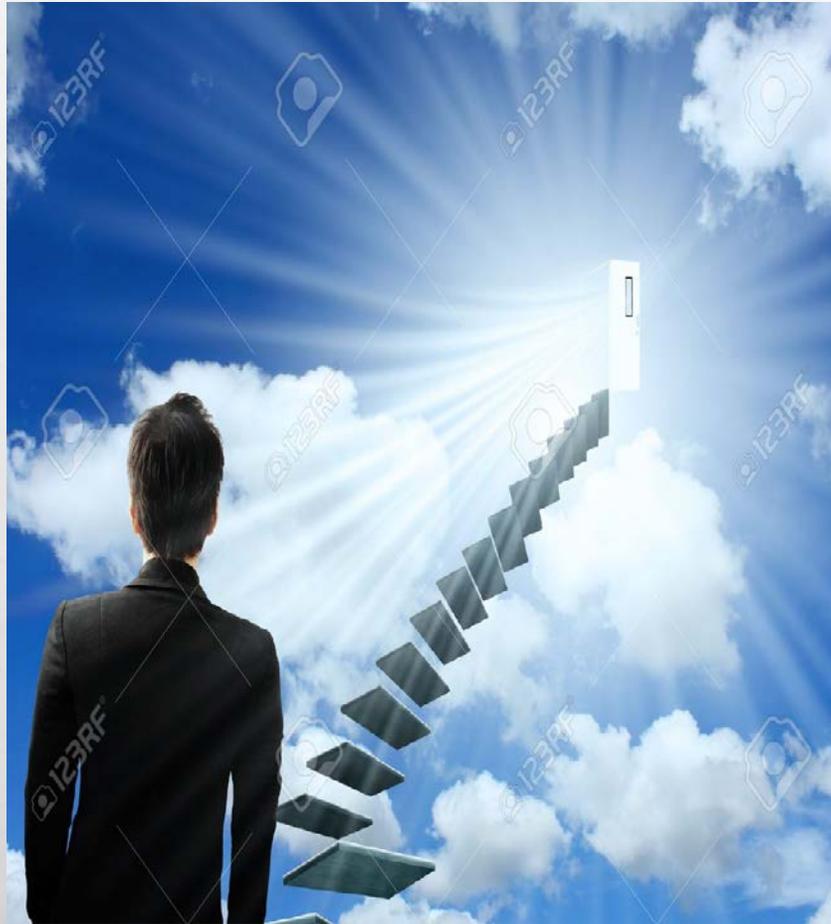
# IMPLICATIONS FOR ELT

<b>PEDAGOGIC PRECEPTS</b> <b>(the WHAT)</b>	<b>IMPLICATIONS</b> <b>(the HOW)</b>
3. Meaningful interactional activities are vital for L2 development.	6. maximize learning opportunities, make learning more enjoyable and enrich the learning environment in such a way that is “challenging, personally relevant, accepting and supportive” (McCombs, 1997, p.54). 7. encourage students to be willing to take risks and make good use of communications strategies. 8. provide opportunities for practice in strategy use through meaningful learner-learner, learner-teacher interaction in language classrooms.

# IMPLICATIONS FOR ELT

<b>PEDAGOGIC PRECEPTS</b> <b>(the WHAT)</b>	<b>IMPLICATIONS</b> <b>(the HOW)</b>
4. Learner errors are just a natural, inevitable and essential part of the acquisition process.	9. offer them plenty of opportunities to use their language in the classroom in a supportive atmosphere in which rewards successful use and does not penalize unavoidable failings in accuracy.
	10. raise students' awareness about the role of communication strategies to readily encounter most of the difficulties in L2 real-life communication and that they already possess their communication strategies in L1.

# CONCLUSION



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Thank you!