PROCEEDINGS

icollate

The 2nd
International Conference
on Linguistics and Language Teaching
Yogyakarta, October 20 - 21, 2017

Theme :

"Literacy in Linguistics and Language Education"

**FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2017**

PROCEEDINGS

**THE 2nd INTERNATIONAL CONFERENCE
AND LINGUISTICS ON
LANGUAGE TEACHING
(I-COLLATE)**
"Literacy in Linguistics and Language Education"

Yogyakarta, 20-21 October 2017

FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY

PROCEEDINGS
THE 2nd INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING (I-COLLATE)

"Literacy in Linguistics and Language Education"

UNY Hotel
Friday-Saturday, October 20-21, 2017
viii, 1164 pages, 14 x 29 cm
Copyright @ October 2017

20-21 October 2017

Editor: Dr. Sulis Triyono
Steering Committee:
      Prof. Dr. Suhardi, M.Hum.
      Prof. Dr. Endang Nurhayati, M.Hum.
      Prof. Dr. Margana, M.Hum., M.A.
      Dr. Sulis Triyono
      Dr. Wening Sahayu, M.Pd.
      Ashadi, Ed.D.
      Susana Widyastuti, Ph.D.
      Dr. Tadkiroatun Musfiroh, M.Hum.
      Dr. Dwiyanto Djoko Pranowo, M.Pd.

FOREWORD

Praise be to Allah's presence, SWT for His grace, so that the Abstract on ICOLLATE can be completed on time. This book is to complement an international seminar held on 20 - 21 October 2017. This book contains an abstract collection of all tasteful speakers from various universities spread across the country. This seminar is themed Literacy, Linguistics and Language Education which is divided into two subtema namely Literacy and Linguistics and Literacy in Language Education. The subtheme Literacy and Linguistics consists of 10 subsubtems and Literacy in Language Education has 11 subsubtems.With this booklet it is expected that the participants will be easier to follow the theme and subtema that will be chosen in parallel class presentation.

Hopefully the seminar held by Universitas Negeri Yogyakarta in every two years can provide valuable input for the development of linguistics and language teaching in Indonesia.

Committee,

COMMUNICATION STRATEGIES AND L2 ORAL LITERACY

Abid[1]

[1]*State University of Gorontalo*
[1]abid@ung.ac.id

Abstract

Communication strategies (CS) has been seen as useful tools that language learners can use to overcome difficult situations in second language (L2) oral communication. However, research show that not many L2 learners are fully aware of the strategies use and its potential benefits, such as assisting learners with alternative ways of saying particular L2 expressions using a paraphrasing strategy. For the purpose of developing learners' L2 oral literacy, the use of communication strategies among L2 learners can be initiated in the classroom as alternatives. The main reason for such initiation is to provide L2 learners with skills that they can use to maintain involvement while interacting orally in the language they learn, as well as to improve the quality of such interaction. This paper, therefore, provides a succinct overview pertaining to the notion of communication strategies and its relevance towards the development of learners' L2 oral literacy situated in Indonesia. It aims at raising awareness among L2 learners and teachers, in particular, about the usefulness of using certain communication strategies in L2 oral communication.

Keywords: Communication strategies, L2 oral literacy

INTRODUCTION

To be able to speak English effectively is one of the shared goals for learning English among many Indonesian English language learners. I have seen the fact that many of my students majoring in English language teacher education programs consider fluency in speaking English as their ultimate goals in learning. They associate fluent speakers of English as model for successful English language learners. For them, fluency refers to speaking without a lot of pauses or hesitancy, supporting by the use of a wide range of English vocabulary. Yet, they find that making pauses or being hesitant when communicating in English remains a challenge, which is also a common issue for learners of English in many countries. When asked about what causes such challenge, they point out several reasons, such as their limited English vocabulary capacity and high level of anxiety when speaking the language in particular situation.

Challenges to successful L2 oral communication between language learners has drawn researchers' attention, and encouraged researchers to propose different inputs to language pedagogy. One such input involves "communication strategies"[15] which aims at providing L2

learners with ways to overcome difficult situations when engaging in L2 oral communication, such as English. In relation to ELT in the context of Indonesia, the teaching of communication strategies (CS) may help teachers to assist learners to find ways to develop their English oral literacy, i.e. to be able to communicate in English with ease for varied purposes. Such assistance is related to the goal of teaching a foreign language as mandated in the curriculum of Indonesia where development of learners' communicative competence is highlighted.

This paper, which is part of a larger study focusing on English language lecturers' perspectives on CS instruction in an Indonesian university, therefore, provides a succinct overview pertaining to the notion of CS and its relevance towards the development of learners' L2 oral literacy situated in Indonesia. It also seeks to raise L2 learners and teachers' awareness, in particular, about potential benefits in using particular communication strategies in English oral communication. Suggestions on how CS can possibly be introduced in English language classrooms are also provided.

LITERATURE REVIEW

Success in L2 oral communication depends on a variety of aspects. These include understanding potential breakdowns in such communication and ways to overcome the breakdowns. This section, therefore, elaborates on these two aspects, as well as reports on some studies that supports CS instruction in language classrooms.

Breakdowns in L2 oral communication

In today's world, many English language speakers are from multiple linguistic backgrounds and various English speaking countries[2]. As a result, breakdowns in oral communication involving learners of the language often occur. These breakdowns have various forms. In the context of English language learning, for example, one of the forms include learners misunderstand what they hear or listen to. These learners may be unable to respond correctly and/or simply to continue speaking the language they learn. Such breakdowns may also happen as one tries to express oneself and others find it difficult to understand. This can be a result of a particular linguistic features of the speakers' first language. In brief, breakdowns in L2 conversation can be attributed to a lack of L2 linguistic competence[4], such as limited L2 vocabulary capacity.

To deal with these breakdowns during L2 oral interaction involving two learners who share the same L1 background, the learners may handle the breakdowns with less effort than required during conversation in a second or third language. This is because communicating orally in a target language requires a lot more preparation than in learner's daily language[1]. Therefore, it is imperative for English language learners to find ways that allow them to operate independently when using the language they learn and that enable them to handle potential breakdowns that may occur. In the following section, I will describe briefly the notion of communication strategies, strategies that can be useful in carrying out successful L2 oral interaction.

Communication strategies

CS can be defined as 'the means through which learners avoid and overcome communicative difficulty'[13]. The strategies concern 'the effective use of language to manage communicative deficiency and achieve successful communication'[7]. Learners use a series of CSs to overcome certain communication problems (e.g. 'a-let-it-pass-strategy') because the normal flow of L2 interaction can be interrupted due to the occurrence of the problems (e.g. not knowing how to say a particular L2 word)[7]. CS also refers to 'learners' verbal and non-verbal means to resolve interactional problems, to negotiate meaning, to stay in the conversation and keep the channel of communication open'[6].

In Dornyei's classification, hesitation devices are also included as part of the strategies that speakers can use to maintain involvement in L2 conversation. Below are CS classifications as coined by Dornyei[4].

1. Avoidance or Reduction Strategies
   Message abandonment
   Topic avoidance
2. Achievement or Compensatory Strategies
   Circumlocution
   Approximation
   Use of all-purpose words
   Word-coinage
   Use of non-linguistic means
   Literal translation
   Foreignizing
   Code-switching
   Appeal for help
3. Stalling or Time-gaining Strategies
   Use of fillers/hesitation devices

The use of oral CS in a L2 communication is subject to a set of criteria[13]. These are:

1. A speaker desires to communicate a meaning X to a listener.
2. The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning X is unavailable or is not shared with the listener.
3. The speaker chooses to:
   a. avoid – not attempt to communicate meaning X or

   b. attempt alternate means to communicate meaning X. The speaker stops trying alternatives when it seems clear to the speaker that there is shared meaning.

There are a number of functions of CS uses. For example, CS helps "…two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared'[13]. In addition, CS do not only help language learners to overcome communication difficulties, but also to negotiate meaning and to remain involved in a L2 conversation[7]. Language learners may need to use particular CS to anticipate difficulties when communicating using the language they

learn, without necessarily engaging the interlocutor to negotiate meaning.

Relevant studies that support CS instruction

There are a number of studies that acknowledge the usefulness of CS. For example, a study that examined the effectiveness of compensation strategies, and its relation to the different learning styles of language learners[9]. The participants of this study were 82 French speaking, university-level learners of English. The findings revealed that the ectenic learners participants (learners who need conscious control of what they are learning) tend to use the circumlocution strategies, which were found to be the most effective strategies to guarantee successful communication regarding the items description.

Another study was about the investigation of the use of CS by Algerian university students majoring in English[6]. Using task elicitation and observation techniques, data were collected from sixteen participants. The study found that the participants used a wide range of CS, such as repetition, message abandonment and using gestures.

The other study was related to CS use investigation in the Arabic language[12]. This study investigated the use of achievement strategies, reduction strategies and other performance problem-related strategies (e.g. asking for clarification) in an oral discourse. The participants were the second year students studying Arabic as a second language

(ASL) in the Arabic Language Institute at King Saud University in Riyadh, Saudi Arabia. The study found that the participants used various strategies, with paraphrasing being the most widely used strategy, to cope with their limited linguistic resources in the Arabic language.

DISCUSSION

This section elucidates a number of points, which begin with opinions about communication strategies instruction in English language classroom. Some notions pertaining to teachers attempting to introduce CS to English language learners are also explored here.

Opinions about CS instruction

Opinions about the CS instruction in formal language classrooms vary widely and several researchers have questioned the significance of the strategy training. Teaching CS to language learners is seen as unnecessary because learners may simply draw on their L1 strategic competence and pass it on to their target language interaction[8]. In addition, the main goal for language teachers to achieve is to teach language learners a language, not a specific strategy[2]. However, language learners might also find themselves in a situation that requires them to express themselves using their innate strategic and discourse competence while interacting using a target language they are learning[14]. This implies that teaching language learners

some ways to assist them in utilising their innate strategic can be useful for their efforts to become competent speakers of the language they learn.

CS instruction in the classroom

Despite the disagreements about CS instruction, language teachers who consider teaching particular strategies as useful for learners' oral literacy development might want to take the following notions into account[4]. These notions include[4]:

1. *Raising learner awareness about the nature and communicative potential of CSs*. This is done by making learners aware of their innate strategies and how the strategies can be applied into a specific communication situation.
2. *Encouraging students to be willing to take risks and use CSs*. With this in mind, learners are encouraged to make use of their available language and told that there is no need to be afraid of making mistakes.
3. *Providing L2 models of the use of certain CSs*. One way to do this is showing learners a sample of video and asking them to identify and examine the use of strategies by other speakers as shown in the video.
4. *Highlighting cross-cultural differences in CSs use*. This suggests that language teachers should consider the differences in the verbalization of specific CSs

by language learners or the frequency of using CSs in the learners' first language.
5. *Teaching CSs directly*. To do this, language teachers can present linguistic devices of a target language to help language learners use CSs in the target language communication. For example, language learners might want to learn certain lexical items to describe properties, such as shape and size, in order to be able to apply the circumlocution strategy.
6. *Providing opportunities for practice in strategy use*. This is done in order to help learners become familiar and competent with the use of CSs as immediate first aid devices in a target language communication.

There are some other considerations pertaining to introducing CS to language learners, for example, raising students' awareness of the use of different types of communication strategies which is of primary need[11]. Language educators, in this case, can provide learners with sample of how the strategies are used in conversation before encouraging them to practice using the strategies[11]. The key to such instruction is to make students aware of 'their own mental process' beforehand, and when it is accomplished, teachers can provide them with different tasks to practice the use of CSs[11]. Where necessary, teachers can also delete hints to the uses of the strategies in order to enable their students to become 'autonomous strategy users'[10].

Autonomous learning help equip learners with tools that 'will best serve them once they are on their own and to facilitate their self-directed learning outside the classroom'[6].

CONCLUSION

This paper has shown that the use of communication strategies, to some extent, can be beneficial in English language learners' attempt to develop the level of their English oral proficiency. By using particular types of the strategy, Indonesian learners of English, for example, may have the opportunity to cope with difficult situations regarding expressing ideas in English, while at the same time to maintain a smooth flow of their English oral communication. Because having good command of spoken English remains one of the goals in learning English among many Indonesian learners of English, CS instruction in the classroom may be useful and relevant to the currently used English language curriculum in Indonesia. For this reason, English language lecturers and teachers may want to introduce certain strategies to learners so that these learners have wider opportunity to operate independently using English in different English oral communication contexts in the future.

REFERENCES

[1] Abid. (2016). *Oral communication strategies instruction: voices from Indonesian English language lecturers* (Unpublished doctoral thesis). Curtin University, Australia. Retrieved from https://espace.curtin.edu.au/handle/20.500.11937/54090

[2] Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. *Modern Language Journal*, *91*(5), 923-939. Retrieved from http://onlinelibrary.wiley.com.dbgw.lis.curtin.edu.au

[3] Cheng, C. M. (2012). The influence of college EFL teachers' understandings of intercultural competence on their self-reported pedagogical practices in Taiwan. *English Teaching, 11*(1), pp. 164. Retrieved from http://search.proquest.com.dbgw.lis.curtin.edu.au

[4] Dörnyei, Z. (1995). On the teachability of communication strategies. *TESOL Quarterly, 29*(1), pp. 55-85. Retrieved from http://www.jstor.org.dbgw.lis.curtin.edu.au

[5] Faucette, P. (2001). A pedagogical perspective on

communication strategies: benefits of training and an analysis of English language teaching materials. *Second Language Studies*, 19(2),pp. 1-40. Retrieved from http://www.hawaii.edu/

[6] Ghout-Khenoune, L. (2012) .The effects of task type on learners' use of communication strategies. *Procedia - Social and Behavioral Sciences*, 69, pp. 770 – 779. doi: 10.1016/j.sbspro.2012.11.472

[7] Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. *Journal of Pragmatics*, *43*, 3757-3769. doi: 10.1016/j.pragma.2011.09.017

[8] Kellerman, E. (1991). Compensatory strategies in second language research: A critique, a revision, and some (non-) implications for the classroom. In R. Phillipson, E. Kellerman, L. Selinker, M. S. Smith & M. Swain (Eds.), *Foreign/second language pedagogy research: A commemorative volume for Claus Faerch* (pp. 142-161). Clevedon, England: Multilingual Matters.

[9] Littlemore, J. (2003). The communicative effectiveness of different types of communication strategy. *System*, *31*(3), pp. 331-347. Retrieved from www.sciencedirect.com.dbgw.lis.curtin.edu.au

[10] Maleki, A. (2007). Teachabilitiy of communication strategies: An Iranian experience. *System*, (35), pp. 583-594.

[11] Mariani, L. 2010. Communication strategies: learning and teaching how to manage oral interaction. Retrieved from www.learningpaths.org

[12] Rabab'ah, G., & Bulut, D. (2007). Compensatory strategies in Arabic as a second language. *Poznań Studies in Contemporary Linguistics*, *43*(2), 2007, pp. 83-106. doi:10.2478/v10010-007-0020-5

[13] Smith, B. (2003). The use of communication strategies in computer-mediated communication. *System*, *31*, 29-53. Retrieved from http://www.sciencedirect.com.dbgw.lis.curtin.edu.au

[14] Tarone, E. (1981). Some thoughts on the notion of 'communication strategy'. *TESOL Quarterly*, *15*, pp. 285–295. Retrieved from http://www.jstor.org

[15] Willems, G. M. (1987). Communication strategies and their significance in foreign language teaching. *System*, *15*(3), 351-364. Retrieved from http://www.sciencedirect.com.dbgw.lis.curtin.edu.au

It is shared among us that literacy in it broad sense is something certain for the advancement of the human life today an in the future. Meanwhile, literacy is never separated from the problem of language. That is why the culture of literacy must always be fostered, especially through education.

In response to this, this second International Conference and Linguistics and Language Teaching is held. It is expected that this conference enables the cultivation of the insights of literacy, linguistics, and language teaching from various perspectives up to the praxis. Therefore, in this seminar the experts who have been discussing different topics related to the three items mentioned before to gain recognition among the community. Participants are also invited to develop a synergy.

icollate

The 2nd
International Conference
on Linguistics and Language Teaching
Yogyakarta, October 20 - 21, 2017

FAKULTY OF LANGUAGE AND ARTS
YOGYAKARTA STATE UNIVERSITY
2017