

# **COMMUNICATION STRATEGY AND** **LEARNING STRATEGY IN ENGLISH**

**Presented by**

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**DJILAH UNIVERSITY COLLEGE**  
**BAGHDAD 2017**

## ملخص البحث

يعتبر البحث الموسوم (استراتيجية الاتصال واستراتيجية التعلم ) من الابحاث التي تعنى بالتطبيق اللغوي ويسلط الضوء على اهمية وكيفية استخدام اللغة الانكليزية ولكن من دون اللجوء الى قواعد اللغة الانكليزية ومفرداتها ونحن نعرف جيدا ان اللغة الانكليزية من اللغات الحية واللغات العالمية تحتاج الى سلسلة من المهارات اللغوية (القواعد والمفردات والتكلم والكتابة والاصغاء والقراءة ) وبعض الاحيان لايسعفنا الوقت في التعلم الحقيقي للغة فسيحاول المستخدم هنا في استراتيجية الاتصال استخدام بعض الادوات والحركات والايماءات الجسدية لكي يتسنى للمتكم توصيل اللغة الانكليزية وبشكل مبسط ويسير . ومن ناحية اخرى ان البحث الموسوم يسلط الضوء على استراتيجية التعلم اللغة الانكليزية كواحدة من التقنيات والاجراءات الحديثة المستخدمة في تعلم اللغة عن طريق استخدام القاموس والتحفيز عن طريق المجاميع والفعاليات المستخدمة .

## Abstract

This research entitled as (Communication strategies & Learning strategies ) in the field of applied linguistics focuses on the importance and how to use English language in the society . This research shed light on using English language without grammar rules and vocabulary rules but using only body gestures , mimic and actions . Actually English language is an international language and needs a lot of time and efforts to learn by users also it needs a set of complex language skills (reading , writing , listening , speaking ) in addition to grammar rules & vocabulary rules . Therefore, the lack of knowledge in grammar and vocabulary leads to the use body of gestures , mimic and actions . On the other hand , this research also focuses on a learning strategies as a branch of applied linguistics and learning strategies are a set of techniques use to improve and develop how to use language correctly in a second language acquisition and in a communicative competence by using dictionary and mnemonics .

## Key words

Communication , Learning , Strategies , Gestures , Mimic, English , Language .

## **Introduction**

Many researchers and applied linguists talked about communication strategies and learning strategies as Krashen, Kasper , Tarone, Varadi and the others .

Communication strategies and learning strategies are vital and sensitive subject in the field of applied linguistics , second language acquisition (SLA) in a communicative competence . Strategies can be classified into two groups communication strategies and learning strategies in second language acquisition (SLA). Communication strategies (CS) are strategies a learner uses to convey the meaning when she / he doesn't access to the correct form such as use pro- form like thing or using non- verbal means such as gesture or facial expression .

Learning strategies are techniques use to improve learner such as using dictionary and mnemonics .

## **Definitions of communication strategies**

Communication strategies are potentially conscious and they are used as substitution for production plans which the learner is unable to implement . They are psycholinguistic plans which exist as a part of the language user . They are competence . Communication strategies are used by second language learner (L2) and native speakers when they are faced production problem in knowledge of second language such as (words/ structures / phrases / tense and idioms ). Finally , They are employed when learners are faced with the task of communicating meaning for which they lack the requisite linguistic knowledge . For example , (when they known to refer to some objects without using words).

## **Classification of communication strategies**

**Communication strategies can be classified into six groups:**

- 1- Avoidance**
- 2- Conscious transfer**
- 3- Appeal for authority**
- 4- Prefabricated patterns**
- 5- Paraphrase**
- 6- Paralinguistic features.**

## **Classification of**

**Communication strategies :-**

### **1- Avoidance**

Learners sometimes make a deliberate decisions not to speak because they expect communication problem to arise. This avoidance is a common strategy for second – language learners, causing them to remain silent when they would otherwise contribute to a conversation simply because some aspect of

vocabulary or grammar is lacking .

Researchers define this strategy by distinguishing between topic avoidance and message abandonment. For the former, specific topics or words are avoided to the best of the learner's ability.

Learners, that is, manage to prevent the occurrence of topic that are certain to present difficulties. For the latter, learners stumble into a topic that is too difficult and simply give up and go on to another. Avoidance, is one way to assure that communication is continuous.

It is a slippery strategy from the point of view of both the learner and researcher. For the learner, restricting conversation to those topics that are well controlled

linguistically is arguably an ineffective way to communicate or to improve competence with the language. For the researcher, it is sometimes a value judgment to claim that a learner has avoided a topic as opposed to simply chosen not to discuss it, as we would claim of a native speaker. Even message abandonment can indicate a change of intention and not a fear of linguistic challenge.

## **2- Conscious transfer**

Conscious transfer has two main types. The first is in the literal translation of words or phrases, and the second is in the insertion of words from another language. Here an example of literal translation is a Mandarin speaker who translated the Mandarin toast

and produce "He invites him to drink". Language switch is the straightforward insertion of words from another language. In an extension of this work, researchers changed the name of this strategy to borrowing but kept the two subtypes of literal translation and language switch.

## **3- Appeal for assistance or Appeal for authority**

An appeal for assistance has occurred when the learner has consulted any source of authority:

A native speaker, the experimenter, a dictionary.

## **4- Prefabricated patterns**

Another common communication device is to memorize certain stock phrases or sentences without internalized knowledge of the

components of the components of the components of the phrases for example "where is the toilet"?, "I don't speak English", "I don't understand you", "How much does this cost"? are the sorts of prefabricated patterns that are sometimes learned at the beginning of language learning experiences when the structure of the language is not known and the prefabricated patterns "enable learners to express functions which they are yet unable to construct from their linguistic system. Simply storing them in a sense like large lexical items".

## **5- Paraphrase**

Researchers define paraphrase as "the rewording of the message in an alternate acceptable target language construction, in situations

where the appropriate form or construction is not known or not yet stable". Researchers identify three types of paraphrase strategies. The first is approximate, which she defines as 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 desired item that satisfies the learner .

Approximate, then, includes virtually all word substitutions that the learner knowingly employs to serve in place of the more accurate term. The substitute word can refer to the correct concept but at an inappropriate level, such as worm for Silk worm, or refer to another object that may give some hint to the intended

referent, such as lamp for water pipe. The second paraphrase strategy is word coinage. "the learner makes up a new word in order to communicate a desired concept". The most frequently cited example of this strategy is one originally reported in which air ball was created to refer to balloon. In general, clear cases of word coinage are less common than are instance of the other types of paraphrase strategies. The final paraphrase strategy, circumlocution, "is a worldly [sic] extended process in which the learner describes the characteristics or element of the object or action instead of using the appropriate target language structure". The example researchers give from her study is a subject

attempting to refer to water pipe: she is , Uh, smoking something. I don't know what's its name". Here the learner is grouping for features that may help the listener guess what the intended object might be.

## **6- Paralinguistic features**

This final strategy includes all nonverbal accompaniments to communication, particularly those that serve in the place of a missing target language word. Some concepts are easy to stimulate, such as the subject of clapping his hands to indicate applause, but other gestures are considerably less interpretable by a listener.

## **Learning Strategies**

### **Definitions of Learning**

#### **Strategies**

- 1- Learning strategies refer to general tendencies or overall characteristics of the approach employed by the language learner.
- 2- Learning strategies are special ways of processing information that enhance comprehension, hearing, or retention of the information.
- 3- Learning strategies have learning facilitation as a goal and are intentional on the part of the learner. The goal of the strategy use is to "affect the learner's motivational or affect state, or the way in which the learner selects, acquires, organizes, or integrates new knowledge".

- 4- Researchers identified four learning strategies in second language learning: inference, monitoring, formal practicing and functional practicing. In this modal, learning strategies are defined as "optimal means for exploiting available information to improve competence in a second language".
- 5- This broad description of learning strategies may include any of the following: focusing on selected aspects of new information, analyzing, monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring on



self that the learning will be successful as a way to allay anxiety. Thus, strategies may have an effective or conceptual basis, and may influence the learning of simple tasks, such as learning vocabulary or items in a list, or complex tasks, such as language comprehension.

## **Classification of Learning**

### **Strategies**

Learning Strategies have been classified into three categories depending on the level or type of processing involved .

#### **1- Meta Cognitive Strategies**

Meta cognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity .

Meta cognitive strategies are applicable to a variety of learning tasks. Among the processes that would be included as meta cognitive strategies for receptive or produce language tasks are:-  
1- selecting 2- planning 3- monitoring 4- evaluating

"Meta cognitive" is a term used in information – processing theory to indicate an "executive" function, strategies that involve planning for learning, thinking about the learning process as it takes place, monitoring of one's production or comprehension and evaluating learning after an activity is completed.

#### **2- Cognitive Strategies**

Cognitive strategies operate directly on economy information, manipulating it in

ways that enhance learning.

Cognitive strategies include:

- 1- inference 2- summarizing
- 3- deduction 4- imagery
- 5- transfer 6- Elaboration 7- organization

### **3- Socio – affect strategies**

Socio – affect strategies have to do with social – mediating activity and transacting with others. "Socio – affect" strategies represent a broad

grouping that involves either interaction with another person or ideational control over affect. Socio – affect strategies are cooperative learning, which involves peer interaction to achieve a common goal in learning, and asking questions for clarification.

Socio – affect strategies include:-

- 1- Cooperation .
- 2- Questioning .
- 3- Self – talk.

### **The differences between learning strategies and communication strategies**

<b>Learning Strategies</b>	<b>Communications Strategies</b>
1- Learning strategies deal with the receptive domain of intake, memory, storage, recall and retention.	Communication strategies deal with the employment of verbal or non verbal mechanisms for the productive communication of information.

2- Learning strategies have learning as a goal	Communication strategies have communication as a goal or communication strategies are directed toward main training communication.
3- Learning strategies are competence.	Communication strategies are performance.
4- learning strategies are long –term solution to a problem.	Communication strategies are short – term answer.
5- Learning strategies refer to language acquisition.	Communication strategies refer to language use.
6- Learning strategies are processes.	Communication strategies are product.
7- Learning strategies are based on cognitive theory.	Communication strategies are based on behaviorism theory.
8- Teacher is a center in learning strategies.	Learner is a center in communication strategies.
9- Learning strategies are non observable ability.	Communication strategies are observable ability.
10- Learning strategies deal with mental processes e.g. (memory, storage, recall, retention).	Communication strategies are deal with physical like (mimic, and habit formation).
11- Errors in process.	Errors in product.
12- Learning strategies that contribute directly to learn , include clarification, monitoring, memorization, guessing, inductive reasoning, deductive reasoning and practice.	Communication strategies that contribute indirectly to learning. Includes creating practice opportunities and using production tricks.

13- Learning strategies are attempts to develop linguistic competence in the target language.	<p>Communication strategies are an adaptation to the failure to realize a language production goal. Therefore serve an important role in negotiating meaning between individual</p> <p>Communicative 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>
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## **Conclusion**

In this research , the researcher referred to the strategy of communication and learning as a vital and sensitive subject in language application , especially in the acquisition of second language . As we know that the emergence of globalization and modern technology , which affected on the society quickly and rapidly to facilitate the use of English as a basic and life language in the most countries of the world , which led to the need of knowledge and how to adapt this language correctly and quickly because the language became the nerve of life today . Since it is not possible in some state to use

English correctly for the reasons of heritage , customs and traditions , the researcher here points out the need to use and acquire the English language represented the acquisition of civilization and culture of individuals and people. In fact, learning may not be available to all groups . Community communication strategy has become a mission to connect with European community in travel , migration and study so we use primitive ways to communicate with the other through physical gestures , gestures and facial expressions . The researcher pointed out in his research that the use of communication strategy is a non – academic way to reach the information in the correct forms, but the learners need a set of modern methods , techniques and sound procedures in order to get the strategy of learning completely to the language .