INVESTIGATING LEARNERS' COMMUNICATION STRATEGIES AND THEIR EFFECTIVENESS IN AN EFL ORAL CLASSROOM CONTEXT:
CASE STUDY: FIRST YEAR LMD ENGLISH LANGUAGE STUDENTS AT DR. MOULAY TAHAR- UNIVERSITY OF SAIDA. ON THE LIGHT OF TARONE'S TAXONOMY.

دراسة استراتيجيات التواصل لدى المتعلمين وفعاليتها في سياق الفصل الدراسي الشفهي للغة الإنجليزية كلغة أجنبية: دراسة عينة: طلاب السنة الأولى لغة انجليزية ليسانس على ضوء تصنيف تارون بجامعة الدكتور مولاي الطاهر – سعيدة.

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Abstract:

This study sheds light on first year general English learners' in- class oral communication competencies, while responding to their teachers'interactive tasks. First Year general English learners (LMD) at Dr. Tahar Moulay- Saiida University cannot communicate spontaneously, using the target language. They find it difficult to maintain communication. Learners contextually fail to deliver their oral feedback, they make pauses, they express their perplex whenever things appear unclear or less debatable. They resort to strategies to convey their ideas. The researcher,

however uses a descriptive, statistical and empirical approaches to conduct this study; standing on a triangulation of research tools as classroom observation, questionnaires and an interview. Findings are interpreted and represented using graphs and charts. The first year English language learners resort to the communicative strategies to keep the flow of the communication process and to maintain the communicative channel vital.
***key words**:* Communicative competence; communication strategies; foreign language; mother tongue; second language acquisition ; target Language.

ملخص باللغة العربية:

تُسلط هذه الدراسة الضوء على كفاءات التواصل الشفهي لدى طلاب السنة الأولى في برنامج اللغة الإنجليزية العامة داخل الصف، وذلك أثناء تفاعلهم مع الأنشطة التفاعلية التي يُقدمها معلموهم. يُعاني طلاب السنة الأولى في برنامج اللغة الإنجليزية العامة (LMD) بجامعة الدكتور طاهر مولاي السعيدة من صعوبة في التواصل التلقائي باللغة المستهدفة، ويجدون صعوبة في الحفاظ على التواصل. يفشل الطلاب في تقديم ملاحظاتهم الشفهية بشكل مناسب، ويتوقفون عن الكلام، ويعبرون عن حيرتهم كلما بدا الأمر غير واضح أو غير قابل للنقاش. ويلجؤون إلى استراتيجيات معينة للتعبير عن أفكارهم. مع ذلك، استخدم الباحث منهجًا وصفيًا وإحصائيًا وتجريبيًا لإجراء هذه الدراسة، معتمدًا على تثليث أدوات البحث، كالملاحظة الصفية والاستبيانات والمقابلات. تم تفسير النتائج وعرضها باستخدام الرسوم البيانية والمخططات. يلجأ طلاب السنة الأولى في برنامج اللغة الإنجليزية إلى استراتيجيات تواصلية للحفاظ على سلاسة عملية التواصل واستمراريته.

الكلمات المفتاحية: الكفاءة التواصلية؛ استراتيجيات التواصل؛ اللغة الأجنبية؛ اللغة الأم؛ اكتساب اللغة الثانية؛ اللغة المستهدفة.

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1. **Introduction**:

There is no ideal speaker of a language, an ideal speaker is abstract, we make occasional mistakes, we resort to such tactics whether oral or written

strategies to keep the flow of the communication process. Communicative competence even in our mother tongue is something relative. These tactics are known by the Communication Strategies.

The Communicative strategies are tactics used most of the time by the speaker when facing some communicative obstacles to convey his/ her message. These tactics play a crucial role in the learning of the target language. As Pet Corder (1983), strategies aimed at reduction can be seen as cautious approaches, while those focused on achievement could be viewed as more daring. He contends that various achievement strategies (such as L2-based, cooperative, L1-based, and nonverbal strategies) contribute positively to effective language acquisition.

Similarly, Faerch and Kasper (1983) share this perspective, asserting that achievement strategies stimulate hypothesis formation and that taking risks is vital for automating language skills. On the contrary, Tarone (1980) presents a contrasting viewpoint, suggesting that any communicative strategies have the potential to aid in successful acquisition of the second language.

This investigation determines the learners' conscious and unconscious use and resort to those strategies in oral tasks while they are exposed to foreign language learning, basing on Tarone's taxonomy in conducting this study and analyzing its data. Indeed, this work highlights the prominent adoption of the communication strategies to bridge the gap between their communicative performances and their verbal assignments.

2. Literature Review:

Foreign language teaching and learning seem an exciting task and a difficult mission as well, since both processes advocate well planned teaching methods, techniques on the part of the teachers and simplified inputs toward learners' perceptions.

EFL learners often meet cognitive problems , related to the communicative competence; that is to say those learners even they grasp and perceive what their teachers say and assign them to do, they verbally unable to respond or to convey their messages.

There is an axiomatic link between the interlocutor's communicative competence and the quality of the communication strategies that EFL speaker uses. A fluent and a good target language speaker rarely resorts to communication strategies, except if his/ her interlocutor in the other side is unable to perceive and accommodate the spoken language product.

When people communicate across different native languages, they collaborate to ensure mutual understanding. Achieving this mutual

understanding often requires negotiation of meaning through various communication techniques.

2.1. The Communicative Competence:

When considering the objective of a language course, many learners may perceive it as primarily focused on imparting grammar and vocabulary skills. However, if asked about their personal aspirations as language learners, most would likely prioritize the ability to effectively communicate in the target language.

The concept of communicative competence, introduced by Hymes in response to Chomsky's notion of "linguistic competence," emphasizes a deeper understanding of language usage beyond mere grammatical correctness. Hymes argues that language users must possess both an intuitive grasp of linguistic principles and the ability to apply them appropriately in various contexts.

In essence, achieving communicative competence involves not only mastering grammatical rules but also understanding sociolinguistic nuances, discourse conventions, and strategic language usage. This holistic approach recognizes the multifaceted nature of effective communication in a language.

2.1.1. The Linguistic competence refers to understanding the grammar, vocabulary and written conventions of a language.

2.1.2. The Sociolinguistic competence involves knowing the social and cultural rules for using language appropriately in different contexts.

2.1.3. The Discourse competence is the ability to create and understand coherent oral or written texts.

2.1.4. The Strategic competence involves recognizing and addressing communication issues as they arise, such as finding alternative ways to express ideas or overcoming obstacles during conversation.

Effective language teaching often emphasizes these components, with immersion in the culture of the target language facilitating the learning process.

2.2. The Communication Strategies:

Numerous theories of Second Language Acquisition (SLA) have underscored the significance of Communication Strategies (CSs), including Cognitivism, Interactionism, Interlanguage, and Collaborative theories. Moreover, these strategies are advocated in Teaching English as a Foreign Language (TEFL) methodology such as Communicative Language Teaching and Task-based Language Approach, where they are viewed as aids in oral communication in the target language.

A communication strategy refers to an individual's endeavor to bridge the gap between their communication effort and the linguistic resources available to them at the moment. While there are various definitions of communication strategies, they all fundamentally revolve around the concept of employing deliberate plans to solve communication hurdles and achieve specific goals. It is believed that these strategies play a crucial role in fostering strategic competence, thus placing them within the framework of strategic competence development.

The term 'communication strategies' was introduced by Selinker in 1972, which identified them as one of the key processes in second language learning. Subsequent researchers such as Varadi and Tarone further refined the concept, initially focusing on defining and categorizing these strategies through taxonomies. Additionally, Canale and Swain included communication strategies in their model of communicative competence, highlighting their importance in the realm of second language acquisition.

Strategic competence, as defined by Canale and Swain (1980), encompasses both verbal and non-verbal communication tactics utilized to address breakdowns in communication stemming from performance factors or insufficient proficiency. Scattergood (2003) advocates for the cultivation of strategic competence through the incorporation of communication strategies into language classrooms.

The significance of communication strategies remains a central theme in Second Language Acquisition (SLA), as highlighted by Van Lier (1988), who posits that SLA occurs as L2 learners actively engage in speech events. Other researchers such as (Tarone, 1984, pp 127- 136), (Bialystok, 1990)), (Dornyei, Z & Threll, S., 1991, pp 16- 23), (Dornyei, 1995, pp 55-85), (Oxford, 2001, pp 166-172), (Littlemore, 2001, pp 241- 265.), and many more have all praised the positive role of communication strategies in teaching and learning a second language, specifically English.

In her book "Communication Strategies," Bialystok outlines four definitions regarding the strategies used by second-language learners (Bialystok, 1990: 3):

- A systematic tactic employed by a speaker to convey meaning when encountering difficulty (Corder, 1983, pp 15-19).
- A joint effort by two conversational partners to establish meaning in situations where shared meaning structures are lacking (Tarone E., 1977).
- Potentially deliberate plans to resolve communication obstacles encountered by an individual in achieving a specific communicative aim (Faerch & Kasper, 1983a).
- Techniques for managing communication challenges in a second language that is not fully mastered (Stern, 1983).

All these definitions underscore the shared objective of communication strategies, which is to address communication difficulties by employing various techniques. Among them, Corder's explanation appears particularly clear and understandable for non-native English speakers. Additionally, the definitions provided by Faerch & Kasper (1983) and Stern (1983) offer detailed descriptions of communication strategies, focusing on the techniques used when speakers encounter expressive problems.

2.3. The Main Scholars' Taxonomies to Communication Strategies:

In theory, scholars have proposed numerous taxonomies over the years. Since the 1970s, there has been a notable emphasis on communication strategies in Second Language Acquisition (SLA) research. During this period, analysis primarily revolved around interlanguage and foreign talk, highlighting the interactive aspect of human communication (Tarone E., 1977, p417).

Early research aimed to identify, define, and categorize communication strategies into taxonomies. Subsequent studies, however, shifted their focus towards exploring the connection between communication strategies and language education, particularly in English as a Foreign Language (EFL) or English as a Second Language (ESL) context.

Various academicians and language experts have tried to define the Communication Strategies (CS's), suggesting distinctive typologies or classifications to these strategic competences. The first taxonomy was coined by (Tarone E, 1977-1984).Then, Faerch and Kasper's taxonomy, which was elaborated in (1983).

This contribution was followed by Nijmegen Group's taxonomy (1987). Bialystok however marked his traces in 1990 by a new taxonomy of the communication strategies. Dornyei, in his turn studied the verbal competencies of the non-native speakers, he formulated his taxonomy in 1995, and two years later, in 1997, Dornyei had another subdivision to the communication strategies with the help of Scott.

In general, there are two main perspectives when it comes to analyzing and categorizing communication strategies: the Linguistic approach, also known as the interactional approach, and the Cognitive approach. The Linguistic approach was initially proposed by Tarone (1977-1983) and later expanded upon by Faerch and Kasper (1983).

According to Tarone (1977), the Linguistic approach suggests that when learners face linguistic challenges, interlocutors may employ communication strategies to convey meaning effectively. Tarone (1984) further defines communication strategies as the mutual efforts of interlocutors to establish meaning when shared meaning structures are

lacking, encompassing both linguistic and socio-linguistic aspects (Tarone, 1980).

On the other hand, the Cognitive approach to communication strategies is situated within a psycholinguistic framework. Faerch and Kasper (1983) explain that communication strategies occur internally within L2 speakers, involving processes related to speech perception, planning, and execution during speech production to address encountered difficulties.

This perspective, as articulated by Faerch and Kasper, focuses on learners' self-expression problem-solving abilities. However, as Mali (2007) notes, the execution of communication strategies may begin as cognitive processes but ultimately manifest in interaction. Poulisse (1990) also argues that a single strategy type can entail elements of both control and analysis.

Both the Linguistic (interactional) and Cognitive approaches offer insights into the analysis of communication strategies, providing a basis for developing typologies. Tarone (1977-1980) and Bialystock (1980) are prominent figures in this area, offering widely cited taxonomies of communication strategies, which will be further explored.

A classification system outlined by Tarone in 1980 on communication strategies identifies five primary categories, each with its own subsets. The breakdown is as follows:

- **Paraphrase:** This tactic encompasses three subdivisions outlined as follows:
  (a) Approximation: Utilizing a vocabulary term or structure in the target language that the learner recognizes as incorrect, but shares semantic similarities with the intended item to convey the message (e.g., using "pipe" instead of "water pipe").
  (b) Word coinage: Creating a new word to express a desired concept (e.g., saying "air ball" for "balloon").
  (c) Circumlocution: Describing the attributes or components of an object or action instead of using the appropriate structure in the target language (e.g., "She is, uh, smoking something. I don't know its name. It's Persian, and we use it a lot in Turkey").
- **Transfer** involves two components:
  (a) Literal translation: Translating word for word from the native language (e.g., saying "He invites him to drink" instead of "They toast one another").
  (b) Language switch: Using a term from the native language without translating (e.g., saying "balon" for "balloon" or "tirtil" for "turtle").
- **Appeal for Assistance** refers to asking for the correct term or structure (e.g. "What is this?").

- **Miming** entails using non-verbal actions instead of verbal communication to convey meaning (e.g., clapping to represent applause).
- **Avoidance** comprises two subcategories:

(a) Topic avoidance: Skipping over concepts for which the necessary vocabulary or structures are unknown.

(b) Message abandonment: Starting to discuss a topic but being unable to continue due to a lack of understanding, stopping mid-sentence.

Several additional tactics known as "achievement strategies" were suggested. They earned this designation because it was thought that learners utilize their linguistic abilities to express meaning, regardless of whether their utterances adhere strictly to grammar or social norms. Johnstone (1989, 71, cited in Mali, 2007, 48) outlines achievement production strategies as follows:

- Code-switching and gesticulation
- Literal translation and foreignizing
- Word coinage
- Simplification
- Generalization
- Paraphrase
- Restarts and approximation
- Establish foreign identity
- Appeal for repair and confirmation

3. Learning Situation and Background of the Study:

In this stage, the researcher introduces the methodology in conducting this study. As any academic work stands on research questions, framing the research. This study depends on triangulation of research tools, administered to 30 first year LMD students and 04 Oral Expression teachers.

3.1. Research Questions:

This study attempts to identify the communication strategies, used by first Year English language students (LMD), enrolled at the English section, Dr. Tahar Moulay- Saida university, basing on the following research questions:

- What are the main obstacles that hinder EFL learners while responding verbally?
- How do these students behave when facing communication problems?
- What kind of Communication Strategy do these learners undertake?
- Why do first year general English learners resort to such communication strategies?
- Which communication strategy seems convenient to those students?

- In what ways do the communication strategies serve oral language learning?

4. Method:

In this investigation, the researcher employs a descriptive, empirical study, basing on a qualitative and a quantitative approach while administering the research tools. Indeed, data are interpreted and analyzed statistically.

4.1. Instruments:

Empirically, the researcher builds up the investigation of the communication strategies on a triangulation of research tools: class observation- questionnaires (EFL teachers and EFL learners) and a structured interview designed for those students.

4.1.1. Classroom Observation:

Observing classrooms is a cost-effective means of gaining insight into students' behaviors and how they utilize their surroundings. Through observation, researchers can uncover new details about the individuals being studied, as everything is laid out directly in front of the observer. The main objective of these observations is to provide descriptions. This approach relies on six distinct tools: the Physical Environment Form, Running Record Form, Classroom Checklist, Post-Observation Teacher Interview, Observer Comments, and Post-Observation Summary.

4.1.2. Questionnaires:

The survey tool, known as a questionnaire, is highly valued in research for its effectiveness in extracting information from participants. It comprises a set of questions and prompts designed to collect data. Questionnaires offer several advantages, including cost-effectiveness, ease of administration compared to verbal or telephone surveys, and standardized responses facilitating data compilation. Nonetheless, the rigid format of standardized answers might pose challenges for users.

4.1.3. Interview:

A structured interview, also referred to as a standardized interview or researcher-administered survey, is a quantitative research technique commonly utilized in survey studies. Its primary objective is to ensure uniformity across interviews by presenting identical questions in the same sequence. This methodology guarantees consistency in responses, facilitating reliable aggregation and confident comparisons between sample subsets or across various survey timeframes.

4.2. Participants:

In this work, the researcher relies upon two groups of participants. The first group is administered to the first year general English (LMD) at Dr.

Tahar Moulay, the University of Saida. The second group is made up of oral subject teachers, supervising these students.

There are about 189 students studying in the first year. These EFL learners are dispatched into 07 seven groups, the researcher chooses 30 students randomly among those learners from different groups, so as to conduct the research tools.

The second informants are the teachers, who teach the oral expression subject. They are 05 five teachers. The investigator invites 04 four of them to conduct the questionnaire and the structured interview.

5. Results:

The informants of this study are the first year English language students and the teachers, who teach them the oral expression. In this study, a triangulation of research tools was undertaken (questionnaires- a class observation and a structured interview). The findings then, are analyzed and interpreted in a statistical way, employing both approaches; the quantitative and the qualitative one.

5.1.-Course Content and Conduct:

Table 1: Preliminary Data gathered from classroom observation.

The Observed Points	**Shortcomings**
*- Teachers	*- No opportunity is given to the learners to collaborate in the oral course. *- Lack of motivating the learners.
*-The presented lessons	*-A stimulating course is planned; it is about the idiomatic expressions, then proverbs.
*- The students	*- Hesitating to participate, shy, and inhibited. *- Less motivated, limited perception.
*- Timing	*- Timing is respected, one hour and a half for each session, but that is given to respond to an assignment is inadequate.
*- Teaching materials	*-Teachers do not use materials that can stimulate learners and lead them to contribute to make a successful course. *- Abstract assignments are given to learners, which cannot get them started.

Table2: The students' prominent skills.

	Number of participants	**Percentages %**

1- Listening	03 students	10 %
2- Speaking	15 students	50 %
3- Reading	05 students	17 %
4- Writing	07 students	23 %

Figure 01: The classification of the most instructive skill according to the first year EFL students.

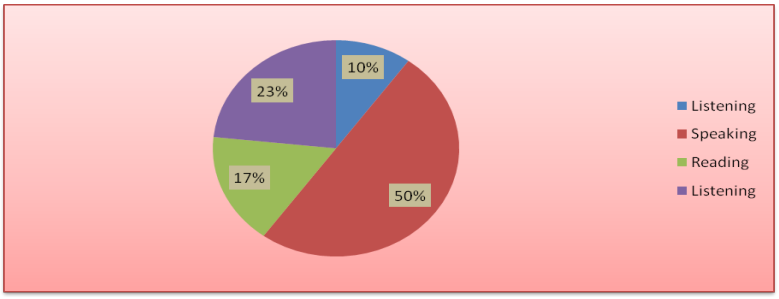


Table3: Students' responses about their communication obstacles.

	Number of students	Percentages
- Abandon the topic.	06	20%
- Asking for help.	03	10%
- Resort to the Arabic language or French.	10	33%
- Use paralinguistic features.	07	23%
- feel perplexed and inhibited.	04	14%

Figure2: Learners' tactics during the communication process.

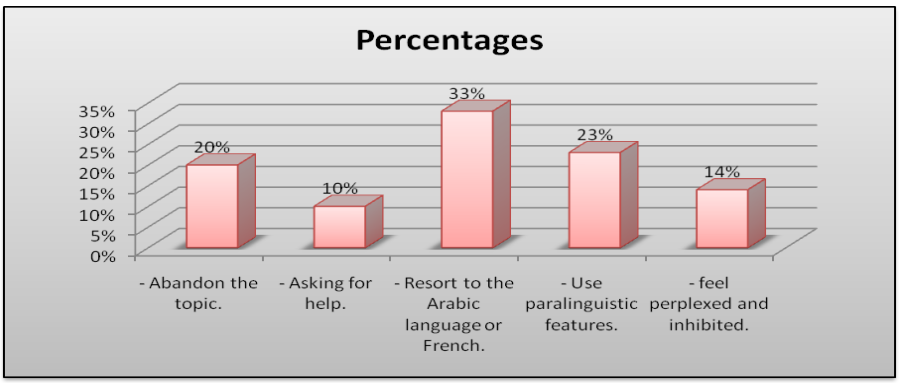
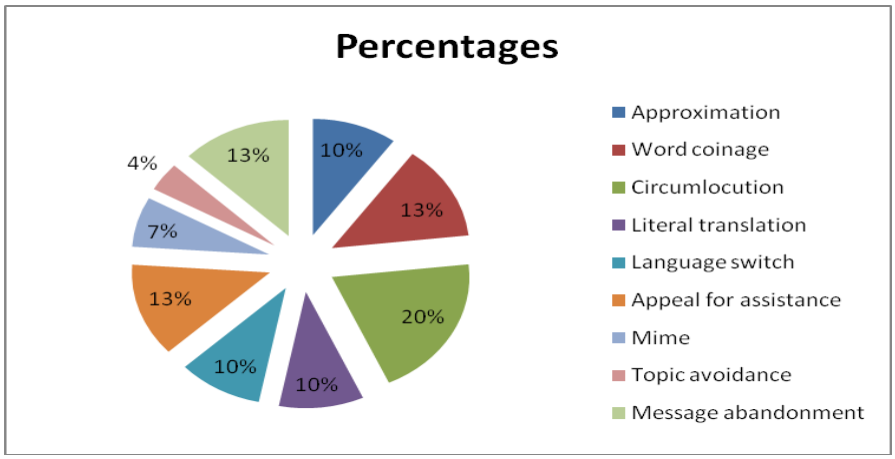


Table4: The students' useful communication strategies.

	Number of Students	Percentages
1- Paraphrase	13	43%
2-Transfer	06	20%
3- Appeal for Assistance	04	13%
4- Mime	02	07%
5- Avoidance	05	17%

Figure 3 : The most useful communication strategies in first year

LMD system oral EFLcontext.



6. Discussion:

6.1. Analysis of the Findings:

Based on what has been stated before, classroom observation serves as a firsthand research method that allows the researcher to collect genuine information and insights into the dynamics of the teaching environment. This approach can strengthen and guarantee accurate outcomes in establishing a communicative environment among students.

First year students have two sessions of oral expression in Semester One, and in semester Two, it is extended to three sessions. In each session, one hour and half is devoted to the oral skill. To get a direct observation and immediate findings, the investigator attended three sessions of oral expression with three teachers, and what is pointed out, is presented below:

The oral expression session is supposed to anticipate learners to practise the English language verbally and overcome all the kinds of psychological barriers while communicating, but from that observation some remarks are gathered and resumed as below:

a- The Linguistic Hindrance:

Chomsky in his "Transformational Generative Grammar" (1965) sees that the linguistic competence is the mastery of grammar, vocabulary and pronunciation. From the direct class observation, the investigator noticed that learners still have problems while interacting, bearing in mind that the majority of those informants did not collaborate because of their fear to

commit mistakes in those sub-skills. Thus, learners' hindrances are due to these factors:

- The lack of practicing the English language outside the classroom, which is why their vocabulary is poor.
- First year students still have problems of pronunciation; this prevents them from collaborating verbally.
- Those learners are unable to make coherent and simple sentences, respecting the morphology and the syntax of the English language.

b- The Psychological Hindrance:

According to (Young, 1992.), speaking represents the most stressful skill, compared to Reading or Writing in the learning process. Students fear to make mistakes or stutter, therefore they keep silent and do not collaborate with their classmates, because they are less confident and apprehensive to commit mistakes.

C- The Obstacle posed by Teaching Materials:

Advocates for teaching the target language emphasize the importance of employing genuine resources such as books, DVD recordings, and ICTs to ensure a fruitful course and engage learners effectively. Embracing Technology-Based Language Learning aids in enhancing learners' comprehension, inspiring student motivation, and surmounting psychological obstacles. Class observation permits the investigator to conclude the common barriers noticed from the four observed oral classes, these shortcomings are as follows:

- Learners struggle to maintain extended spoken exchanges.
- Regular breakdowns in communication and instances of misunderstandings occur frequently.
- Insufficient vocabulary for discussing everyday topics is evident.
  Absence of effective communication tactics is notable.
- Learners exhibit a slow pace of speech and spend excessive time formulating responses.
- Active engagement in conversations is challenging for them.
  The spoken English lacks a natural flow and rhythm.
- Poor grammar and Poor pronunciation.

The inadequacy in the oral classes is not only due to learners' lack of practice of the target language outside the EFL classroom, but also those noticeable tenets:

- Insufficient focus on developing speaking abilities within the curriculum.
- Teachers' constrained proficiency in English.
- Classroom environments are not conducive to oral exercises.

- Scarce chances beyond class hours to hone speaking skills.
- Evaluation methods neglect the importance of oral communication skills.

When asking the EFL students about the stimulating and instructive skill that helps them in mastering the English language, different responses were concluded. The students' responses are represented in the first chart.

From the chart given above, the EFL students saw that "Speaking" so important, that could improve their English, compared to the other skills. So, 15 students claimed that the oral practice of the English language could lead to a good performance, while 07 students of the participants were in favor for "Writing". Reading came third, 05 students believed that when you read accurately and fluently, surely the level of the English language enhanced. At last, only 03 of the informants chose "Speaking" to be the suitable integrative skill, which could serve learners in coping with the English language.

In figure one, half of the informants believed that the only skill that could improve their communicative competence is speaking, because they practiced the English language verbally, while the other skills as Listening, Reading and Writing did not contribute to enhance those learners' oral competencies.

In the oral expression session, most of the time learners find it difficult to keep the flow of the communication process. The investigator, however asked those participants about their reaction when they encountered such a communicative obstacle, their responses was various and came as presented in the chart supplied above (table 02).

Learners failed to convey their messages using the target language. They used tactics to keep the progressive flow of the communication process. So, 10 informants argued that whenever they failed to keep the communication process active, they resorted to their mother tongue or the French language, while 07 of the same participants claimed that they used paralinguistic features as interpretive expression.

Meanwhile 06 informants stated that abandoned the topic for many reasons as lack of vocabulary of the fear of committing mistakes. Indeed, 04 participants noted that they felt perplexed and inhibited, whereas 03 of the same informants declared that they asked for help from their mates.

Communicatively and as it is shown in figure 03, first year general English learners adopted different tactics while encountering communication barriers, the most common stratagem was code switching, using the Arabic language or a rare use of the French language. Meanwhile the other tactics as shown in the figure above differed in rates and among participants.

The investigator adopted Tarone's Taxonomy (1980) of the communication strategies as a model in this study and asked the informants to tick their strategies while they could not carry on communication in the English language. Their responses are resumed in table 04.

In this stage, the researcher questioned the participants about their communication strategies they used to keep the flow of the communication process. So, 13 participants said that paraphrasing was a good technique to maintain the use of the target language. Then, 06 informants viewed that transfer as a convenient the communication process vital. 05 of the same informants kept silence and avoided to communicate so as not to make mistakes.

Eventually, 04 participants added that they sought help whenever they had communication problems. Miming as a tactic came last with 02 students, as a communication strategy used in the target language. These portions are illustrated in the previous figure (figure 03).

As it has been said before, the investigator relied on Tarone's taxonomy in this study. The findings were as shown in the figure above.

Concerning «Paraphrase» 13% of the respondents resorted to "word coinage" to keep the communication process active, while 10% adopted "Approximation" tactic to convey their messages. Indeed, 20% of the same informants used "Circumlocution" while communicationg.

In «Transfer», homogeneous results were attained; So, 10% for both "Literal translation" and "Language switch". Concerning «Appeal for assistance», 13% of the participants asked for a help from their colleagues to save the communication task.

On the other side, «Mime» was rarely resorted to. So, only 07% of the informants used that technique. In «Avoidance», only 04% of those learners dealt with "Topic avoidance", however 13 % of those participants resorted to "Message abandonment".

6.2. Pedagogical Implications:

An ideal speaker of a language is abstract, that language user may commit mistakes, stops whenever he or she lacks the suitable term to convey the message. People use unconsciously communication strategies to save the communication process from the breakdowns.

Strategic competence is a constitutive element in the communicative competence (Dell Hymes- Canale and Swain- Savignon- Cunningsworth). EFL learners, for instance use the communication strategies to be in comfortable position with their interlocutors.

For many people, communication is accepted as the main goal of learning a foreign language. It is thought that people send and receive messages and negotiate meaning via communication).

Learners' communicative skills can be improved by developing strategies for communication. (Cohen, p 289-302) claimed the use of strategies in communication raises learners' language awareness and solves the interlocutors' potential communication problems. Also, (Dornyei, 1995) asserted that communication strategies develop learners' oral proficiency.

Practically, and based on the findings concluded by the investigator, learners will be fluent oral language speakers, providing that their teachers help them to overcome some psychological factors as inhibition, stress, lack of confidence in one side, while learners in their turns have to anticipate to communicate verbally in the EFL context, adopting a risk-taking strategy as an illustration.

That EFL teacher plays a key role in encouraging and putting learners at ease in developing their sense of self-confidence and trust, and minimizing anxiety, fear, worry, and hunting for mistakes. State-of- the-art teaching techniques and strategies stress the need to encourage and empower learners to participate in class discussions and interactions through positive reinforcement, affective filter, and strong rapport.

Offering genuine exercises that ready students for real-world communication scenarios through grammatically accurate, logically linked sentences tailored to particular contexts, accompanied by understandable pronunciation.

Communicatively, there is an axiomatic link between learners' mental assessment and the choice of the communicative strategy (Farech and Kasper 1983). The choice of the communication strategy is basically concerned with the situation the two interlocutors are engaged in, the psychological state of the speaker, the topic itself and the speaker's linguistic competence, his/ her level of proficiency in the target language (grammar- vocabulary and pronunciation).

Analytically speaking, the investigation determines that first year EFL learners (LMD system) resort to the productive communication strategies, rather than those non-productive ones as (Miming- Avoidance. Those general English language learners use frequently the communication strategies to keep the process of communication active and meaningful.

Furthermore, 23 students out of the 30 informants resort to The effective methods include Paraphrasing (employing indirect expression, approximation, or creating new words), Transfer (direct translation or switching languages), and Seeking help, with 7 participants utilizing them out of the 30 respondents have recourse to the unproductive tactics; Mining and Avoidance (which include topic avoidance and abandoning messages).

As previously exposed, the use of the communication strategies in EFL contexts is related to many factors, like the learner's level, regarding

competence in a second language, the individual's communicative background, their approach to communicative tactics, the origin of the subject matter, and the context of communication all play pivotal roles.

Initially, fluent language learners utilize a well-refined code respecting its linguistic components. Tarone (1977) claims that learners' level of proficiency leads them to employ effective communication techniques, also referred to as achievement strategies, while others who have a lower level of proficiency unconsciously resort to the reduction strategies, the non-productive tactics.

As far as this investigation concerned, the researcher concluded that the majority of the respondents (first year English language learners) resorted to the achievement strategies to save the communication process.

Second, the use of the communicative strategies has a strong ling with the speaker's communication experience. The language user who frequently engages in debates and interactive situations utilizes achievement strategies and cares about the quality of the target language he or she uses, unlike the one who rarely engages in communication processes, that language user often resorts to reduction communication strategies.

Class observation allowed the investigator to examine the EFL learners' verbal performance. So, these EFL learners whether they anticipated to engage in the oral tasks assigned by their teacher, meanwhile some of the students were invited by their teachers to contribute to make the oral session successful.

Additionally, the exposure of the learners to formal classes restricts them from using communication strategies. Kasper (1981) Observing second language acquisition within classroom settings leads to distinct communication patterns emerging in learners' use of their second language. For instance, learners might employ fewer strategies in a formal classroom setting compared to real-life scenarios, particularly when the emphasis in instruction is on the precise application of the second language rather than on fluid communication.

Another idea that is observed in class observation and already noticed and confirmed by Tarone (1977) the factor of age and gender to determine the use of the communication strategies. That study confirmed that female students were more likely to use those tactics of communication, unlike male learners. Among the 23 respondents who resorted to achievement strategies, there were 18 female students and 05 male learners, and among the reduction communication strategies users 04 male students and 03 female learners.

6.3. Study Limitations and Further Studies:

Despite the fact that study was conducted in a good way, aiming to determine learners' communication strategies on the light of Tarone's model, it did not escape some obstacles while undertaking the action research, learners did not respect the delay of bringing back those questionnaires. Indeed, the lack of punctuality on the part of most of those informants, who usually came late, and retardation perplexed the formal course conduct.

In addition to that, the investigator's participants were 04 oral expression teachers and 30 first year EFL learners, the findings were purely limited to those respondents at Dr. Tahar Moulay- Saida University. The results cannot be generalized to all the EFL learners, but typically to the researcher's participants. It is hoped that future investigations and researches could fill the gaps in this field to enlighten researchers and learners as well.

7. Conclusion:

This study investigates first year general English learners at Dr. Tahar Moulay- Saida University oral communication skills and their resort to the communication strategies to keep the communication process vital and active.

This investigation is by essence tries to find the relationship between students' oral performance and their attitude toward the communication strategies. These strategies are stimuli to oral self-correction and to convey the message whenever a barrier seems to affects that process of communication.

Practically, the research tools confirmed in one side the researcher's hypothesis and responded to the suggested research question. In any oral session, First-year students utilize communication strategies as a means to effectively communicate their messages and establish rapport with their conversation partners.

Linguists conceptualize the notion 'communication strategy' from various angles. For instance, Tarone (1980) examines it through the lens of interaction, Brown (1994) focuses on error correction resources, and Faerch and Kasper (1983) view it from a psychological standpoint.

Communication strategies encompass both tactics for achieving goals and methods for minimizing difficulties, as stated by Faerch and Kasper in 1983. Most of the students of the first year resorted to the achievement strategies, while less than the third of the same informants utilized the reduction strategies.

The study revealed that some of the primary issues in classroom oral communication include inaccurate pronunciation, a restricted vocabulary, insufficient exposure to the target language, low self-confidence, inhibition,

and interference from one's native language, but they did not represent verbal barriers, since a strategic competence is employed to repair communication breakdowns.

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