Communication Strategies Employed by Omani Foundation Year Students

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Abstract

Omani students study English to be able to speak it but still they did not manage it well. Littlewood argues that to be an efficient communicator, a learner needs "a repertoire of linguistic items" and "a repertoire of strategies" (1981, p.3). The ultimate purposes of this paper are to identify the communication strategies that Omani foundation year students use and to explore the way they were taught about these strategies or introduced to. The study also shed light on the Omani students’ willingness to improve their ability to communicate and how students can practice using communication strategies in class. The method followed in collecting the data was “semi-structured” interview (Drever, 1995, p. 1). For the sampling, “connivance sampling” was conducted (Gravetter and Forzano, 2009, p. 141). The findings of this study show the implementation of particular types of communication strategies among Omani students. It also shows controversial views regarding the presentations of this topic in the classroom.

Keywords: Communication strategies, communication problems, Omani students, taxonomy
1. Introduction

Al-Alwi (1994) and Al-Issa (2002) find that the Omani people study English for communicative purposes, which are important for “travelling, pursuing higher education, finding a white-collar job” (cited in Al-Issa, 2007, p. 200). However, it is known to almost everyone in the education system in my country that our students perpetually have a difficult time communicating in English. Over the past years, the government has been making a concerted effort to improve the teaching of the English language. English is now being taught from the first grade in our schools and it is becoming the medium of instruction in most colleges. However, Omani students’ level of English, particularly in communication, is still not even up to our own community expectations. It is really bitter to meet Omani students who studied English for twelve years and they cannot speak it.

Communication strategies is a very important concept which should be examined in our own context. If this concept was addressed properly, then a good influence might emerge in students’ overall communicative ability. Generally, communication strategies are effective tools that can be used when students face communication challenges. Before discussing the findings of this study, the main questions of the study are clearly stated, and the methodology implemented to collect the data which answer the study's questions. In the findings and discussion section, the strategies that Omani foundation year students use are identified. Next, attention is given to how these students were taught about communication strategies or introduced to the topic. Then, the Omani students’ willingness to improve their ability to communicate and how students can practice using communication strategies in class is raised. Finally, the researcher puts forth some recommendations to generally improve communication skill in Omani schools and make note of some limitations, which might make it difficult for the results of this study to be generalized.
Literature Review

Being able to communicate in English is becoming very important for Omani students since it helps them to find a good job, completing their higher education, even communicating with overseas experts or workers who work in our country. The main purpose of communication strategies nearly all researchers generally agree, is “to manage communication problems” (Dornyei and Scott, 1997, p. 186). These strategies may provide a tremendous help to Omani students in terms of both developing their communicative abilities and building up their confidence while communicating. Dornyei and Thurrell argue that knowing communication strategies is valuable for language students who typically face difficulties in conversation; these strategies give them a sense of security “by giving them extra time and a room to manoeuvre” (1994, p. 44). Before, starting to focus on communication strategies, it is better to know the root of this concept and how it developed. Generally, communication strategies are part of communicative competence, which is related to the Communicative Language Teaching (CLT) Approach. Thus, it is also useful to see the relationship between these three main concepts. In the following section, attention is given to how communicative competence, the CLT Approach, and communication strategies are related.

The concept of communicative competence was introduced by Hymes (1972) when he objected to Chomsky’s identification of linguistic competence, which is only concerned with the knowledge of grammatical structures (Johnson, 2004, p. 87). Hymes refutes Chomsky’s theory (1965) in which “competence posits ideal objects in abstraction from sociocultural features” (2001, p. 55). In doing so, Hymes opens the door for other applied linguists to study communicative competence; among them Canale and Swain (1980), who built a comprehensible model of communicative competence using communication strategies as part
of their model. Canale and Swain (1980) found that the communicative competence proposed by Hymes (1972) was relevant to the context of second language learning. They define communicative competence as “the underlying systems of knowledge and skills required for communication” (cited in Canale, 1983, p. 5) However, Canale and Swain argue that, unlike them, there are some applied linguists such as Hymes (1967) and Savignon (1972) who “do not provide an integration of the different components of communicative competence” (1980, pp. 19-20). Communicative competence is expanded by Canale and Swain to comprise three components, which include “grammatical competence, sociolinguistic competence, and strategic competence” (1980, p. 28). Canale adds another component, “discourse competence,” to the previous three (see figure 1) (1983, p. 9). In contrast to Hymes, who places it within the competence realm, Canale and Swain include “the ability for use” in the communicative performance part (Johnson, 2004, p. 90). Since it is related to the teaching of a second language and they regard communication strategy within their communicative competence model, I find Canale and Swain’s discussion of communicative competence especially relevant to my own topic of study.

Anderson, Bron, Shillcock, and Yule (1984) argue that communicative competence has to be learned in school and even some parts of it can be learned by involving students in conversation in particular ways without a need for teaching them specific rules. The CLT Approach makes this true and introduces communicative competence in the teaching field.
The CLT Approach was founded in the late 1960s and Wilkins (1972) introduced the communicative interpretation of language, which was the “basis for developing communicative syllabuses for language teaching” (Richards and Rogers, 2001, p. 154). Stelma points out that communicative competence is the goal of the CLT Approach and “understanding communicative competence is one way of understanding CLT” (2009, p. 53). In addition, Canale and Swain (1980) argue that the CLT Approach must be based according to the communication needs of the students with respect to the components of communicative competence. Harmer asserts that a major part of the CLT Approach centres on the belief that if we involve students in communicative tasks that are focused entirely on meaning, then “language learning will take care of itself” (2007, p. 69).

Nonetheless, from all of the components of communicative competence, I am most interested in strategic competence, which is defined as:

“Verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (Canal and Swain, 1980, p. 30).

It is obvious from the strategic competence definition that it is concerned with communication strategies and the ability to apply them to get one’s meaning across and to make oneself clear. It is also interesting that communication strategies were first recognized in 1972, which was the same year in which communicative competence was identified, by Selinker who describes them as a “by-product of the learners’ attempt to express meaning in spontaneous speech with their limited target language system” (Paribakht, 1985, p. 132). However, “the real career of CSs started in the early 1980s” when Canal and Swain included them in their model of communicative competence (Dornyei and Scott, 1997, p. 176). Going through this search to identify the relationship between communicative competence, the CLT Approach, and communication strategies evokes a clear understanding of the concept that
underlines the use of communication strategies. As previously mentioned, in my country, there is a tendency toward an applied CLT Approach in English classes, so teachers must “facilitate the integration of these types of knowledge for the learner” where knowledge refers to the components of communicative competence (Canale and Swain, 1980, p. 27). Therefore, after understanding the place of communication strategies, these strategies should be defined.

Many researchers have been involved in the study of communication strategies. These include Tarone (1977), Corder (1983), Faerch and Kasper (1983), Bialystok (1990), and Dornyei and Scott (1997). Nonetheless, when I attempted to find one general definition of communication strategies that all applied linguists agree upon, it was almost impossible. There are many different definitions and they all depend on the individual applied linguists’ conceptual identification of the topic (Dornyei and Scott, 1997). Ellis (1994) identifies two different approaches that applied linguists typically follow to define and study communication strategies. These include the “interactional approach” and the “psycholinguistic approach” (Ellis, 1994, pp. 396, 389). To introduce a comprehensive view of both approaches, I will elicit one definition of communication strategies from each.

“Mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (Tarone, 1980, p. 420).

“Potentially conscious plans for solving what to an individual presents itself as a problem in reaching a communicative goal” (Faerch and Kasper, 1983a, p. 36).

Tarone (1980), who was one of the first who followed an interactional approach in studying communication strategies, regards communication strategies as tools that are used in negotiation of meaning while the speakers are attempting to achieve their communicative goal. Tarone (1983) adds that these strategies help to exchange enough knowledge so that both interlocutors are on the same track. Faerch and Kasper (1983b) declare that Tarone’s definition indicates that the problem and solution must somehow occur in the performance.
Nevertheless, Tarone differentiated communication strategies from “production strategies,” in which the second strategies “lack the interactional focus” and she regards “discourse planning and rehearsal” as parts of production strategies (1983, p. 66). Faerch and Kasper (1983a) conversely, follow the psycholinguistic approach. As opposed to Tarone (1983), Faerch and Kasper (1983a) locate communication strategies within a model of speech production where these strategies are used to deal with language production problems. The model is divided into two phases: a planning phase, which includes goal, planning process, and plan, and an execution phase which includes plan, execution process and action (see figure 2) (Faerch and Kasper, 1983a). Faerch and Kasper (1983a) also clarify that monitoring occurs to correct errors that arise during planning or execution. Willems holds that according to the theory of psycholinguistics, “we plan in a flash” before we speak, but this planning phase may not run smoothly in situations where we need communication strategies to overcome any given speaking problem (1987, p. 352). It is important to note that the features of context (setting, interlocutors, purpose, etc.) which are mentioned by internationalists do matter; however I am more interested in the psychological view of communication strategies.

![Fig. 2. Planning and execution of intellectual behavior (Faerch and Kasper, 1983a, p. 22).](image-url)
Since there are many definitions for communication strategies, it is obvious that there would be different classifications or taxonomies for these strategies as well. Although the types of communication strategies identified by applied linguists are almost the same, the organization is different (Kasper and Kellerman 1997; Faerch and Kasper 1983a; Bialystok 1990). Bialystok asserts that these different taxonomies attempt to “be more precise about identifying the source of information recruited to solve the communication problem” (1990, p. 45). Bialystock (1990) points out that one of the earliest taxonomies is Tarone’s typology (1977). She adds that after Tarone’s taxonomy, others appeared: including such as Varadi’s taxonomy (1980), Bialystok and Frohlich’s taxonomy (1980), Bialystok’s taxonomy (1983), Corder’s taxonomy (1983), Faerch and Kasper’s taxonomy (1983), and Paribakht’s taxonomy (1985).

2. The Study Questions

The intent of this study is to find the answers of two fundamental questions, which will provide a clear understanding of communication strategies in my context. These questions are:

1- What are the communication strategies that Omani foundation year students employ?

2- How Omani students were taught or introduced to communication strategies?

The answers of these questions will present some information about student need and implementation of communication strategies. It will also provide students the opportunity to reveal their opinion about how this topic is handled in their English classes. The answers of these questions may also contribute to understanding at least part of what is needed to improve our students’ communicative ability.
3. Methodology

As mentioned above, the goal of conducting this study is to identify the communication strategies that Omani foundation students use and how they were taught about these strategies. To collect the needed data, foundation year students in Rustaq College of Applied Sciences were chosen since they have just finished their schools and they are going through an English based programme. During the foundation year, most students come to realize the real importance of communicating properly in English to both talk with their teachers, and for their own success in their future jobs. “Conivance sampling” was implemented in this study (Gravetter and Forzano, 2009, p. 141). In implementing this sampling method, the researcher talked to some foundation year students and selected five students with whom to conduct interviews.

Fortunately, I got enough subjects who were willing to be interviewed. There were three girls and two boys who were all 18 years old. S1, S4, and S5 are going to specialize in business, while S2 and S3 are going to specialize in IT (International Technology). In that I prepared the main questions I wanted to ask and the details were to be dealt with during the interviews the interviews were considered “semi-structured” in format (Drever, 1995, p. 1). Drever (1995) explains that the semi-structured interview is likely to include a mixture of open and closed questions, and final open question, which is developed specifically for the option of allowing the subjects to add comments, which I have done in my interviews. A semi-structured interview enables the interviewee to speak freely and the interviewer to respond accordingly. It is important to mention that the interviews were conducted in Arabic to ensure that students would be comfortable and say what they wanted without being intimidated by the second language barrier. These interviews were recorded, transcribed in Arabic, and then translated to English to be analyzed later (see the translation in appendix 1).
4. Findings and Discussion

In this section, the results obtained from the interviews will be presented and discussed. The results will be divided into three main topics, which include the types of communication strategies that Omani students use, how Omani students were introduced to communication strategies, and Omani students do want to communicate.

4.1. Types of Communication Strategies that Omani Students use

As mentioned earlier, five Omani foundation students were interviewed. One of the main purposes of interviewing them was to identify the communication strategies they use. In reality, knowing about Faerch and Kasper’s (1983a) taxonomy, helped tremendously in organizing the strategies, which were mentioned by the interviewees. Therefore, the strategies Omani students use will be illustrated according to Faerch and Kasper’s taxonomy (1983a), including the number of students who mention these strategies (see figure 4).
<table>
<thead>
<tr>
<th>Major types of communication strategies</th>
<th>A classification of communication strategies</th>
<th>Sub-classification of communication strategies used by Omani foundation students</th>
<th>Number of students who use them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement strategies</td>
<td>Compensatory strategies</td>
<td>Non-linguistic strategies (gesture, acting, and drawing)</td>
<td>5 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperative strategies (direct and indirect appeal for help)</td>
<td>2 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interlanguage (IL) based strategies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1- Generalization (lexical substitution or approximation)</td>
<td>4 students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Paraphrase (description and exemplification)</td>
<td>1 student</td>
</tr>
<tr>
<td></td>
<td>Retrieval strategies</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Reduction strategies</td>
<td>Formal reduction strategies</td>
<td>Use of one word from the entire meaning</td>
<td>1 student</td>
</tr>
<tr>
<td></td>
<td>Functional reduction strategies</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>
4.1.1. Non-linguistic Strategies

If we look at the above table, we will find that all the students who were interviewed mentioned their use of non-linguistic strategies in terms of gesture and mime. Even S1 and S2 said that they use drawing, which is listed under non-linguistic strategies since Faerch and Kasper did not mention this strategy. This is illustrated when S2 said, “the most important thing is paralanguage where I point to something, or I draw the thing.” In addition, when they were asked about the strategies they use most frequently, non-linguistic strategies were the first and S4 immediately said “gesture.” This proves the point of Faerch and Kasper when they say that students “frequently resort to non-linguistic communication strategies” (1983a, p. 52). They also add that speakers often use non-linguistic strategies to support verbal strategies. S1 explained this when she was asked about her focus on paralanguage, “We always need it and use it even when there is no need for it.” Actually, it is good that these students focus on achieving their communicative goals, but this emphasis on non-linguistic strategies might be an indicator of over dependence on these strategies, which leaves little space to develop other strategies. Furthermore, Ogane (1998) asserts that although miming is a useful strategy, it could be problematic since gestures may differ in meaning among different cultures.

4.1.2. Approximation Strategy

The second strategy that comes after non-linguistic, in terms of the number of students who use it, is approximation or lexical substitution, which is regarded by Faerch and Kasper (1983a) as a generalization strategy, which comes under IL based strategies. Faerch and Kasper (1984) assert that if a student does not usually use the substituting element in that context, but felt that using this element would convey the meaning, then the generalizing
strategy would be employed. In these strategies, students implement words that are within their interlanguage system in order to manage the lack of a particular word. S5 stated, “I use close or similar words.” Also, I remember S4 being so excited when he said, “I am sure that the word I want to say has similar or close words which I know and I use the word I know to convey what I want to say.”

4.1.3. Appeal for Assistance Strategy

The third set of strategies is cooperative strategies, which are called an “appeal for assistance” by Tarone (1983, p. 62), were only used by two students. S4 and S5 mention two interesting actions, which I describe as an appeal for help. S4 asserted that he always uses his phone dictionary and explained, “It is my weapon, even the programme has sound.” I describe his action as a direct appeal for help. Interestingly, Ogane (1998) also considers the use of the dictionary as a variation of this strategy. S5 mentioned that he usually uses close things and waits for the other person to help him and give him other examples, and then he will confirm or reject what the other person says. Actually, S5 stated it clearly, as “I ask for help” in this way, so his action incorporates an indirect appeal for help.

4.1.4. Paraphrase and Formal Reduction Strategies

The other strategies were all mentioned only once. According to Faerch and Kasper (1983a), paraphrase includes “description and exemplification,” which are both used by S3, who is the only one who did not mention approximation strategy. S3 said that she describes the words as one way and “give them situation or example” as another. Paraphrase is considered as “one of the most effective communication strategies” and teachers would do well to teach the words
and phrases needed for this strategy starting from the early stages (Ogane, 1998, p. 13). Furthermore, S2 mentioned something different from the others in her use of formal reduction strategy. Actually, it was difficult to place her action in any level of this strategy since she said, “I use only a word of the entire thing.” Because her level is clearly above depending on only one word, it is as if S2 wants to avoid errors by following this strategy.

As we can see, the strategies that most students agree upon are non-linguistic strategies and approximation, and none of the students use L1-based strategies. In fact, these strategies are commonly used in the Arabic language, which makes me think that they may have transferred these strategies from their usual application in Arabic. Nevertheless, Bialystok declares that, to some extent, the proficiency level in English is an effective factor in determining “whether the strategy will be L1-based or L2-based” (1983, p. 110). Consequently, It should be mentioned that since none of the students mention using any L1-based strategies, they have a good level of English competency. Wannaruk (2003) confirms what Bialystok says and declares that L2-based strategies are used by students with a middle- and high-level in oral proficiency, while low-level students may not be able to use these types of strategy at all. Another explanation is offered by Paribakht when he says that “The large distance between L1 and L2 may reduce their tendency to depend on L1 based CS simply because they assume they will not work” (1985, p. 140). In addition, It might be added that the non-existence of L1-based strategies could be an indicator of Omani foundation year student commitment and willingness to learn and use English language. However, Poulisse, Bongaerts, and Kellerman (1984) assert that tremendous effort in studying communication strategies has gone toward constructing different taxonomies, so it is time now to look at a different side of the issue, and that is how Omani students were introduced to these strategies.
4.2. How Omani Students were Introduced to Communication Strategies

When the interviewees were asked about how they were taught about communication strategies, various responses were found which was not expected. Four of five students mentioned that they were never taught about communication strategies during their studying years, while one student said that they studied about these strategies in an English elective course. In order to present the student views about this issue, their thoughts will be divide into four main parts, which are:

- communication strategies as an innate ability,
- the teacher is a model
- learning from the textbook
- no place for learning communication strategies in schools.

4.2.1. Communication Strategies as an Innate Ability

It was a bit amazed when S1 said, “I think this is an innate ability and I have never studied about,” in response to my question of whether they had been taught about communication strategies. In fact, what S1 said paralleled what Bialystok (1990) advocates. Bialystok (1990) sees communication strategies as developing alongside nonstrategic language while acquiring the language. Some researchers argue that students develop strategic competence while acquiring their first language and this competence can be transferred to the target language (see Bongaerts and Pouliess 1989, and Paribakht 1985). Furthermore, Kellerman (1991) states that we need to focus on teaching students the target language and there is no need to teach them about strategies, which Bialystok (1990) thoroughly agrees with. However, at the end, the same student said that it would be good to teach students about these strategies since
a lot of them suffer from not being able to convey their messages. For me, I am in the other side with many other applied linguists who feel that “strategy training is possible and desirable” (Dornyie, 1995, p. 61). Learning a second language might be facilitated by the skills we have gained during learning our first language. Nonetheless, students do not always transfer what they know into the second language. So, teaching our students about communication strategies will ensure their awareness of the topic and will encourage them to make use of them while communicating.

4.2.2. The Teacher as a Model

Harmer states that “students get models of language from textbooks, reading materials … but we can also model language ourselves” (2007, p. 117). The actions and words of a teacher are all noticed by their students. It is incredible that some students may adopt some concepts and strategies as a direct result of watching their teacher implementing them and not because of any actual instruction. S3 said, “I noticed that but we were never told about it or advised to use it.” She clarified that her teacher used to describe or explain words, and ask some students to act some actions for the class without saying a word. Scrivener (2005) asserts that students learn from hearing their teacher talk. Even though this student did not receive direct instructions about communication strategies; she was able to notice their use in her teacher’s speech. What this student mentioned shows me that students are eager to learn the language. Furthermore, it reminds me of what Harmer (2007) says of how encountering the subject repeatedly will increase the students’ chance of remembering it. Since S3 still remembers that her teacher used to implement these strategies in her own speech, it appears that this works with her.
4.2.3. Learning from the Textbook

S2 is the only one who said that they had studied about communication strategies in the third secondary year in the elective module, which is an English Skills course. English Skills is an elective course that students study only in their second and third year of secondary school. The used books focus mainly on reading and writing skills. Nevertheless, one of the Omani English teachers mentioned that there is a theme called "Communication" in the main second secondary English course. It was a happy thing to know that such a topic exists in our English textbooks, but was a surprise that none of the students remembered that they had ever studied about it during second secondary. Even if we assume that they did not study the English textbooks of the new system, the old English textbooks were scaffold with extra sections at the end of each chapter to minimize the gap between the general and basic education system. Nevertheless, when the "Communication" theme was examined, it was found that it covered different methods of communication and among them body language, e-mail, and the mobile phone (see appendix 2). There is nothing related to the usefulness of body language as a strategy that can be applied when communication problems occur. Even, if we look at the activities that come with each approach to communication, we will find that there is little space for students to communicate and practice. Burton and Dimbleby say that a very important point related to “communication work is the integration of theory and practice” (1990, p. 7). As it was mentioned earlier, teachers in our schools are very concerned with finishing their required lessons and the communication subject is only a small part of a book, which is already jam-packed with subjects that must be completed. However, regarding S2 and the elective English course, a topic that talked about interviews and how to be a good interviewee was found. Students' teachers might mention body language in this topic since S2 asserted that they focused on the importance of body language.
4.2.4. No Place for Learning Communication Strategies in Schools

S4 and S5 mentioned a similar point by saying that there is no real chance to talk and interact in English in school. In addition, S4 added, “Omani students graduate from high school and only 2% or 5% who can speak English well.” Inguva (2007) asserts that Omani students have many weaknesses when it comes to communication. She adds that there are some reasons for this problem, including “the lack of adequate vocabulary” and “not enough chance for those students to communicate” (2007, p. 5). Al-Issa (2005) also says that Omani students have learned a lot of rules and knowledge about English language but the limited opportunities of being involved in genuine interaction reduces their communicative ability (cited in Al-Husseini, 2006, p. 2). S5 declares “in school the teacher write on the board and we only dictate.” S5 also argued that because students face difficulty in English, few students took the elective English course which is true. Cheng (1980) mentions that the CLT Approach provides students with activities that allow for more interaction among them. Thus, knowing that our students have no opportunity to speak or interact in school makes me doubt the implementation of the CLT Approach in our schools. What Nunan finds in his study could be applied in our context where “teachers claimed to be teaching communicatively” (1987, p 141). Al-Toubi (1998) declares that “time allocated to English in the curriculum was not sufficient” and this problem occurs because of the system (cited in Al-Issa, 2005b, p.9). Not providing our students with enough opportunity to speak and interact in English has an especially detrimental effect on their ability to communicate. Actually, this problem should be obvious to everyone since the English class only lasts for 45 minutes and in that time, the teacher must finish the tasks in the textbooks and allow for almost 35 students to participate. In such a situation, it is impossible to provide our students with enough opportunity to communicate in English. As Al-Issa explains, “Restricted contact with English is considered to result in poor chances for genuine communication and interaction” (2005b, p. 3).
However, Inguva (2007) argues that one of the reasons for Omani students’ weakness in communication is the lack of an adequate vocabulary. Developing communication strategies in our students will eliminate this factor from the list. As mentioned in the previous chapter, communication strategies compensate for students lack of knowledge and that includes vocabulary. However, communication strategies will not develop appropriately in the context where students are not given real chances for genuine communication. Since they really do want to communicate, in the following section a demonstration of how we could teach our students about communication strategies is discussed.

4.3. Omani Students do Want to Communicate

All five of the students that were interviewed agreed upon the importance to them of being able to communicate properly in English. Since they will study business and they will need to interact with people in English and since it is now the language of communication among countries: S1, S4, and S5 all stated that communicating in English is very important for their future careers. In addition, almost all of them were with the idea of teaching communication strategies since it will help them to communicate in a sufficient way. S3 elaborated, “I need something secondary until I will be able to speak English very well.” It was mentioned above that Kellerman (1991) and Bialystok (1990) are against the idea of focusing on teaching strategies. On the other side of this debate, there are many advocates for teaching communication strategies (see Dornyei and Thurrell 1991; Dornyei 1995; Mariani 1994; and Willems 1987).

Mariani argues, “If we become more aware of certain language features, we stand a better chance of noticing these features in the language input we are exposed to,” and there is a hope that we may acquire it implicitly (1994, p. 7). Dornyei and Thurrell (1991) declare that it is good to introduce communication strategies to students since it gives them a sense of
security while communicating. Corder states, “It is part of good language teaching to encourage resource expansion strategies,” and “Successful strategies of communication may eventually lead to language learning” (1983, p. 17). As Hatch (1978) explains, “Language learning evolves out of learning how to carry on conversations” (cited in Corder, 1983, p. 16). Brett expressed concern about beginners when he says that these strategies will help them “to initiate a certain degree of interaction” (2001, 54). Furthermore, Tarone and Yule (1989) also mention that teachers should not only teach their students simple expressions, but they should also equip their students with the linguistic resources, which they will need to use communication strategies. Williems (1987) says that students need to be aware of what happens in face-to-face interaction and thus provides them instructions about communication strategies that might be beneficial to them. I add my voice to these applied linguists, and say that making students aware of communication strategies and even training them to apply these strategies might prove useful in improving their communicative ability. Faerch and Kasper (1983a) advocate teaching communication strategies even if that means making students aware of their existing behaviour. Students may rely on non-effective strategies like avoiding if they are not made clear of available communication strategies (Ogane, 1998).

S5 stated that we could develop students’ communicative ability “by using activities,” simply because students like activities. Ogane asserts that teachers should use activities while teaching communication strategies instead of lecturing about them, so students will have a chance to actually practice using these strategies (1998, p. 13). Tarone and Yule (1989) assert that activities, which are used to foster strategic competence, might either be designed to promote the overall communicative ability to perform well in any communicative act or focus on developing student ability to apply communication strategies when communication problems occur. However, they mention that there are few materials that focus on actually
teaching students how to use communication strategies. Berrt (2001) advocates teaching beginners about communication strategies, so did S2 and S5. S2 said that students “should be taught about them while they are still young, so they will gain more and more information about them in each stage.” On the other hand, S5 mentioned that we need to develop communication strategies starting from school.

Actually, there are some activities, presented by Nelson, which focused on developing student abilities in some communication strategies (1989 cited in Tarone and Yule, 1989). Three of the activities which were mentioned by Nelson were my favourite (1989); these included the use of monolingual dictionaries, describing objects, and having a conversation with a native speaker (cited in Tarone and Yule, 1989). Using a monolingual dictionary will enable students to build a good storeroom of vocabulary, which will facilitate the use of approximation strategy, even though they will get used to defining words, which is useful for learning paraphrase strategy. While describing an object will enable students to practice paraphrase strategies, activities which include conversations with native speakers will give students the chance to practice their communication strategies and for other students to evaluate the strategies that their colleagues use. Providing our students with the chance to communicate with native speakers is getting much easier with advancing technology. Williams (2006) is also interested in teaching communication strategies, and he identifies different tasks through which teachers can explicitly teach communication strategies and allow their students to practice using these strategies. He additionally asserts, “Strategy practice can readily be combined with activities to aid the development of student vocabulary” (2006, p. 5). In this way, students will develop their communication strategies and a vocabulary knowledge base that they might use for strategies like paraphrase and approximation. Williams (2006) adds that one time for strategy training is not enough to
ensure that students are good in using these strategies, so we need time for practice and we need it as often as possible. It is not only a matter of introducing the topic to our students, but being responsible and ensuring that they are getting the benefit of such a topic.

5. Recommendations

Miracles will not happen over a year. Omani students should be given opportunities to communicate in English while they are at school. Theoretical study about communication strategies is not enough to provide our students with the ability to implement such strategies in their own real life communication scenarios. Actually, a lesson plan by Takatsuka (1996), which is a good one for teachers to implement in teaching paraphrase strategy, was found. It is also exceptionally useful as an initial lesson since its focus is in raising students’ awareness about this strategy and that is along with the opportunity to practice that strategy (see appendix 3). Teachers in our schools should work hard to find the best for their students and should not regard the textbook as a holy book that should be followed literally. It was mentioned before, that in Omani schools, to some extent, a controlled syllabus is employed, which is not a convenience to the teachers or the students. From that, it was deducted that adding another English course, which will support the first main subject, will help to solve many problems related to learning the English language in our schools.

The focus of this supplementary course is to build the four main English skills in Omani students. The structure of this course is more flexible than controlled where teachers are provided with the main objectives of the course and the supporting course materials. There are no books to follow like that of the main English course, but students are required to be
productive during the lesson. In addition, teachers should be concerned about student needs and interest during planning any lesson. Adding this course will generally increase the Omani students’ exposure to the English language. In addition, it will provide teachers with a great opportunity to be creative and maintain control over their classes. This course will also do tremendously well for Omani students because it can be planned to serve their needs in a stress free environment. However, until such a course is implemented, the individual teachers could work by themselves and find more chances to allow students to participate during class. Furthermore, teachers should also search for what their students need and teach it to them, even if it does not exist in the book. S2 suggested that teachers could also teach their students about communication strategies during break. To conclude, the new education system is concerned about implementing CLT Approaches, which is a good first step toward encouraging our students to be risk takers. Tarone and Yule (1989) recommend encouraging students to take risks and use the communicative resources available to them without being scared of making errors.

6. Limitations of the Study

Since the study usually reflects the point of view of its writer, some limitations will appear. However, the writer should also be reflective of his work and state the weak points or limitations of his or her study. In this small-scale study, the number of subjects is only five, which means that it is a non-representative sample of the population. Actually, this study was not looking for knowledge to be generalized through this brief empirical study. Nevertheless, it attempted to shed some light on this topic in relation to my own context and additionally derive some fundamental information, which may serve as a base for my own further studies on this topic.
Another weak point in this study is the methodology, which was used to identify the communication strategies of Omani students. It used direct questions through which it attempted to let Omani foundation year students reveal the strategies they use. Nevertheless, through readings on different studies, which attempt to identify the communication strategies of second language users, it was found that the applied linguists do use some speaking activities. The common activity is that of describing a picture, where students describe a picture and their speech is recorded. Then, the researchers will analyze the students’ speech and identify the communication strategies these students use when they are faced with some communication challenge. This method is very effective since it provides the researchers with genuine examples of student implementation of these strategies. Ultimately, it would have been much better if both methods were combined.

7. Conclusion

The result of the study showed that, although they have not received adequate training for applying them, Omani students are implementing some communication strategies. However, their application of these strategies will be more effective with frequent practice. Actually, the most important thing found through this study is that Omani students’ communicative abilities are not given the attention they deserve. Omani students are willing to develop their ability to communicate and some of the interviewees said that we should focus on evolving communication through the schooling years. As included at the beginning, the first goal of studying a second language is to use it for communication. As it is known, we learn the thing by doing it and Omani students will learn to communicate if we give them enough opportunity to communicate. The foundation year is only one year on which to depend to develop our students and help them to be adequate language learners. Thus, teachers should
work to improve their students’ communicative abilities during the schooling years by providing them with real opportunities to practice because, in this case, practice will help them to be perfect.
Bibliography


KELLERMAN, E. 1991. Compensatory strategies in second language research: A


Appendix 1: Translation of the Interviews

First Speaker:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>What do you do if you do not know how to say a word in English?</td>
</tr>
<tr>
<td>S1</td>
<td>I use paralanguage or acting, I act the action and if it was difficult to mime or act the action, I draw the action that I want to convey.</td>
</tr>
<tr>
<td>I</td>
<td>To the other person.</td>
</tr>
<tr>
<td>S1</td>
<td>Yes, or I try to find a word that is simpler and has close meaning to the desired word which helps me to convey what I want to say.</td>
</tr>
<tr>
<td>I</td>
<td>Aha, Do you often use these ways?</td>
</tr>
<tr>
<td>S1</td>
<td>I use paralanguage most</td>
</tr>
<tr>
<td>I</td>
<td>You use paralanguage most</td>
</tr>
<tr>
<td>S1</td>
<td>Paralanguage or synonyms</td>
</tr>
<tr>
<td>I</td>
<td>Ok, have you ever been taught about these ways?</td>
</tr>
<tr>
<td>S1</td>
<td>I think this is an innate ability and I have never studied about, even in Arabic paralanguage is important to convey your ideas, in Arabic or English.</td>
</tr>
<tr>
<td>I</td>
<td>So, you think there is no need to teach about this thing?</td>
</tr>
<tr>
<td>S1</td>
<td>I think everyone knows this thing, but I do not know if you want to teach us more about this topic and about other ways beside paralanguage and synonyms that is ok, it would be nice.</td>
</tr>
<tr>
<td>I</td>
<td>So, you use paralanguage and synonyms and you have never been taught about this ways before.</td>
</tr>
<tr>
<td>S1</td>
<td>I have never studied about it in Arabic or English.</td>
</tr>
<tr>
<td>I</td>
<td>Ok, do you have the willing to study about such strategies?</td>
</tr>
<tr>
<td>S1</td>
<td>In Arabic not because it is our language and definitely we will find synonyms, but in English will be ok since a lot of students suffer of this problem</td>
</tr>
<tr>
<td>I</td>
<td>They suffer from what?</td>
</tr>
<tr>
<td>S1</td>
<td>Where they cannot convey their message, and they should be taught of how to use these strategies.</td>
</tr>
</tbody>
</table>
| I       | So, you think that for those students who study English there is a need to teach them about communication strategies, because it will be beneficial to
them.

I Sure, it will be useful to them not only in their study even in their daily life and when they travel because while traveling they will need to communicate and explain so they will need it, not only in studying.

I Ok, what is your major exactly?

S1 My major is business

I Is studying about communication strategies will be beneficial to you?

S1 In business we will need to work with other countries, so we will need to know how to communicate with them probably and how we could overcome the problem of not knowing a word. Also, in business we need to know business words and learn other languages like English, French, and Chinese.

I Do you want to add anything related to this topic?

S1 I want to say that paralanguage or any way of making yourself clear is a very important way of communication because we may not know how to say a word, so sure we need paralanguage or any other ways.

I You focus a lot on paralanguage.

S1 Sure, we always need it and use it even when there is no need for it.

What about other words that we cannot mime it like abstract words?

Most words can be mimed, only few words cannot.

I So, you depend a lot on paralanguage even you use it when there is no real need for it.

S1 Paralanguage, yes.

I It is like your way when you do not know how to say something. And do you still have the willing to learn about communication strategies.

S1 I am willing to learn more things about this topic.

I But, it is really good that you have your defense system that helps you in overcoming any communication problems to remain confident in your talk.
Second Speaker:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>What do you do if you do not know how to say a word in English?</td>
</tr>
<tr>
<td>S2</td>
<td>Aaa, of course there are different ways I can use to show the other person what I intended to say. The most important thing is paralanguage where I point to something, or I draw the thing and the other person will understand it, or aaaa I use only a word of the entire thing.</td>
</tr>
<tr>
<td>I</td>
<td>So, you use one word to get what you want and make yourself clear.</td>
</tr>
<tr>
<td>S2</td>
<td>Yes, I use one word to show the other person what I want.</td>
</tr>
<tr>
<td>I</td>
<td>Are there any other ways you may use beside these?</td>
</tr>
<tr>
<td>S2</td>
<td>I may use question like asking the other person question and he will understand me.</td>
</tr>
<tr>
<td>I</td>
<td>So, in your daily life when you go to the market or hospital and you need to speak in English and you want to say a word but you do not know it or forget it.</td>
</tr>
<tr>
<td>S2</td>
<td>I will use another word which is close in meaning to the desired words but simpler if I forget the word that I should use.</td>
</tr>
<tr>
<td>I</td>
<td>So, you use synonyms</td>
</tr>
<tr>
<td>S2</td>
<td>Yes, synonyms</td>
</tr>
<tr>
<td>I</td>
<td>Ok, have you ever been taught about these strategies which may help you in your communication in English?</td>
</tr>
<tr>
<td>S2</td>
<td>Do you mean in school?</td>
</tr>
<tr>
<td>I</td>
<td>In general during your studying years</td>
</tr>
<tr>
<td>S2</td>
<td>We may have studied about this thing in English skills subject where we studied intensively about paralanguage, in which we learned how to use paralanguage when we speak with other people to make ourselves clear.</td>
</tr>
<tr>
<td>I</td>
<td>So, you have studied about paralanguage to help you show what you want to say. Could you tell me in which grade and in which book you studied this?</td>
</tr>
<tr>
<td>S2</td>
<td>In English skills book in third secondary grade.</td>
</tr>
</tbody>
</table>
What about the benefit you have got out of studying about this subject.

It was really useful because we always face problems while communicating and these strategies help us in our daily life and we will apply them.

Did you focus on one strategy or more?

We studied some but we focus on paralanguage.

So, you find it useful?

Sure, they taught about these strategies because they are useful and to make use of them in our daily life.

But what I know is that English skills subject is elective subject and not all students take it.

If some of girls studied about these strategies they will teach the other girls.

Is this really happened in real life?

May be some girls not but the major will do.

So, do you agree in teaching about communication strategies?

Sure

Why do you agree?

I agree, because in our real life we will face situation where we want to speak with someone and we cannot say the word and we will need to use these strategies.

You say it will help you in your daily life, what about in work?

Sure because I will deal with different people and I will need to convey what I want to say.

Before you focused a lot on paralanguage may be because you studied about it, but for some words it is difficult to use it.

If it is difficult I will use the other ways

Like what? What is the one you use most generally?

As I told you I use only one word of what I intended to say.

So, from your experience do you recommend teaching about communication strategies?

Sure, and they should be taught about them while they are still young, so
they will gain more and more information about them in each stage.

I  But, do not you think it will be difficult for kids to study about this topic?
S2  We can teach them step by step not everything at once.
I  Could you give me an idea of how we can teach them about communication strategies?
S2  For example, they could give students break during the lesson and in this break teacher write one sentence and a word and show how one word may convey the meaning of the entire sentence.
I  Ok, is there anything you want to add or comment about communication strategies?
S2  I want to say that we need to use different strategies that help us make ourselves clear and understandable when we talk with other people.
Yes, being aware of this thing may help you to educate yourself about these strategies.

Third Speaker:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>What do you do if you do not know how to say a word in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>We are still in foundation year and we will not be able to speak English very well naturally. But, we will learn English step by step and during this time we need to use secondary ways besides speaking in English. So, for me I depend a lot on gestures, when I do not know how to say a word I will use gesture or I give them situation or example.</td>
</tr>
<tr>
<td>S3</td>
<td>For example when I go to perfume or clothe shops or in the class when I do not know how to say the word I will use situation or example because using gesture is not easy and some words like include which mean to convince you will say when you please someone.</td>
</tr>
<tr>
<td>I</td>
<td>You mentioned the word (include) and you explained it. So you told me about gesture, explanation, and situation but what do you mean by situation.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
</tr>
<tr>
<td>S3</td>
<td>For example, I will say when I go to the market and like this</td>
</tr>
<tr>
<td>I</td>
<td>So, what is the word you want to explain through this situation</td>
</tr>
<tr>
<td>S3</td>
<td>I want them to understand something and they will understand it quickly.</td>
</tr>
<tr>
<td>I</td>
<td>Ok, are these the only ways or do you have other ways?</td>
</tr>
<tr>
<td>S3</td>
<td>May be there are other ways I do not know about but these are the ways I usually use.</td>
</tr>
<tr>
<td>I</td>
<td>So, you depend on these strategies</td>
</tr>
<tr>
<td>S3</td>
<td>Yes, and if I know other strategies I will make use of them.</td>
</tr>
<tr>
<td>I</td>
<td>Have you ever been taught about communication strategies?</td>
</tr>
<tr>
<td>S3</td>
<td>Yes, we have been taught about it in school, I mean the teacher may use it to let the girls figure out a particular word like saying what is the word that.</td>
</tr>
<tr>
<td>I</td>
<td>So, do you mean the teacher explained the word?</td>
</tr>
<tr>
<td>S3</td>
<td>Yes, or sometime ask some girls to act something and ask us what did you understand of it.</td>
</tr>
<tr>
<td>I</td>
<td>Are the girls speaking while acting?</td>
</tr>
<tr>
<td>S3</td>
<td>Sometimes they speak and in other times they use only gesture.</td>
</tr>
<tr>
<td>I</td>
<td>So, have you taught directly to use these strategies or you only noticed your teacher use it?</td>
</tr>
<tr>
<td>S3</td>
<td>I noticed that but we were never told about it or advised to use it</td>
</tr>
<tr>
<td>I</td>
<td>So, your teacher used to use these ways to explain things to you</td>
</tr>
<tr>
<td>S3</td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>But you never taught about these strategies</td>
</tr>
<tr>
<td>S33</td>
<td>Yes, correct</td>
</tr>
<tr>
<td>I</td>
<td>So, because you have never taught about, Do you have the willing to study about communication strategies?</td>
</tr>
<tr>
<td>S3</td>
<td>Yes, a lot actually</td>
</tr>
<tr>
<td>I</td>
<td>Why is that?</td>
</tr>
<tr>
<td>S3</td>
<td>Because I am still in the foundation and I need something secondary until I will be able to speak English very well.</td>
</tr>
</tbody>
</table>
| I   | So, you think it is useful to you since your level is still not advance, but are communication strategies only used by those who cannot speak the
language very well or by anyone?
S3  I really do not know, maybe.
I  So, you have the willing to study about communication strategies
S3  Yes, a lot.
I  Do you want to add anything about this topic?
S3  No, thank you.

Fourth Speaker

<table>
<thead>
<tr>
<th>Speaker</th>
<th>What do you do if you do not know how to say a word in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Basically, I use gesture to make myself clear when I talk with some people. Second, I use my dictionary.</td>
</tr>
<tr>
<td>S4</td>
<td>Yes, dictionary in my phone, it is my weapon even the programme has sound so I will be able to pronounce it well.</td>
</tr>
<tr>
<td>I</td>
<td>That is mean when you go to a restaurant or a shop or a doctor, you will use your dictionary?</td>
</tr>
<tr>
<td>S4</td>
<td>Yes that is ok, I have little English so I will try first and if I cannot I will use my dictionary.</td>
</tr>
<tr>
<td>I</td>
<td>Ok, are there other strategies you may use?</td>
</tr>
<tr>
<td>S4</td>
<td>These are the strategies I usually use.</td>
</tr>
<tr>
<td>I</td>
<td>Ok, you told me you have little English, so imagine that you want to say something to someone and you cannot use your dictionary and difficult to do it by gesture, what will you do?</td>
</tr>
<tr>
<td>S4</td>
<td>Ok, I am sure that the word I want to say has similar or close words which I know and I use the word I know to convey what I want to say.</td>
</tr>
<tr>
<td>I</td>
<td>So, you may use close word like synonyms to the desired word</td>
</tr>
<tr>
<td>S4</td>
<td>Yes</td>
</tr>
<tr>
<td>I</td>
<td>Ok, what is the most strategy you usually use?</td>
</tr>
<tr>
<td>S4</td>
<td>Gesture</td>
</tr>
</tbody>
</table>
Ok, have you ever been taught about these strategies?
Right now, in the college we study about grammar and other skills like writing.
What about during school?
Actually, Omani students graduate from high school and only 2% or 5% who can speak English well, and most start care about learning English only in college.
So, you mean that studying in school
It is so difficult to speak English in school, even some students enter the college and they do not memorize the alphabetic letters and I know a lot of them.
So, since you face difficulty to speak in English, you should find ways that may help you in solving these problems.
Do you have the willing to learn about communication strategies?
Yes, I have the willing to study about it and learn it.
Ok, why do you want to study about it?
Because we will be business men and we will need to communicate and deal with different people.
Ok since you said you have the willing to study about communication strategies, in which way you find it useful to you?
It will help me to communicate with people and do my job in better way.
So, you are saying that this way will help you
To make myself clear and communicate with people in a better way.
And be able to convey your message.
To the other person
Is there anything you want to add about the topic?
I hope there will be a course and if there is no enough time only once a week to talk about this topic and how we can communicate in good way.
Aha, how you communicate with people specially when you have difficulty, do you usually face like these difficulty?
Yes, since I am still in foundation year and I do not have good level of English.
But, since you have the willing to speak
If I do not have the willing I will not come to college to learn.

Since you have the willing to speak, you should always find your ways to improve your ability in speaking.

**Fifth Speaker:**

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>What do you do if you do not know how to say a word in English?</td>
</tr>
<tr>
<td>S5</td>
<td>There are many ways I used and as first when I face difficult or unknown word in English I use gesture and if that person did not understand me with gesture, I use close or similar words like I tell him something else close to what I want to say and he will understand what I want.</td>
</tr>
<tr>
<td>I</td>
<td>Ok, if you use gestures and close and they did not work, are there other strategies you will you use?</td>
</tr>
<tr>
<td>S5</td>
<td>No, these are the only ways.</td>
</tr>
<tr>
<td>I</td>
<td>Do you find these strategies useful?</td>
</tr>
<tr>
<td>S5</td>
<td>Yes, help me a lot, like when you forget a word, you will tell the other person close things and he will help me and give me examples where he will guess what I want from him and I will tell him.</td>
</tr>
<tr>
<td>I</td>
<td>So, it is like you ask for help in your way</td>
</tr>
<tr>
<td>S5</td>
<td>Yes, I ask for help</td>
</tr>
<tr>
<td>I</td>
<td>I think we could add it as a way of yours, and I know that you may use gesturers, close words or ask for help. So, you found your own ways and you did not decide to remain quite. You told me that you find these strategies helpful and help you to communicate.</td>
</tr>
<tr>
<td>S5</td>
<td>Yes, very effective.</td>
</tr>
</tbody>
</table>
I How you have been taught about these strategies?
S5 We have never taught about such thing in school, in school the teacher write on the board and we only dictate. Even they did not examine us during the year and I do not know from where they get our marks.
I So, you are saying that there is no chance for communication in school.
S5 Never, there is no place for communication in school.
I Ok, how can we develop it?
S5 We can develop it by using activities usually in class you may find two students who are following the teacher, so using activities will build their skills and students like it. Even when I was in school, only five students who studied English Skills subject.
I And were you one of them?
S5 No, I am not that good in English.
I So, this is elective subject
S5 Yes and there are main English subject, and elective subject is chosen by only few students in my school only five students studied it and our school is one of the biggest school in our Seuaq.
I So, five students
S5 Even five students and no one taught them and one of my friends told me that teacher came to teach them only once or twice a month.
I That is mean a subject
S5 A subject without teaching
I Ok, what about communication strategies, we said that we use English to communicate, what is your major?
S5 Business
I So, in business you will need to talk
S5 Do you have the willing to study about communication strategies?
I This is my goal I want to study and learn how I can use English very well. I want to communicate easily with any one because the whole world now speaks English, it is the first language.
I And do you think that using communication strategies may help you in your communication?
S5 It will help me a lot a lot
In which way?

S5 In everything because when you can communicate clearly with people, everything will be easier even in our study with our teachers. We are in foundation year and when we want to talk with our teacher we used broken English and the teacher made fun of us which made me angry. He also compared between boys and girls level and girls are better than us.

I So, I could say that you find communication strategies useful to you even when you do not have a huge amount of English words.

S5 Yes and I will be able to speak and communicate with the teacher and he will understand me.

I Understand you without being embarrassed. So, you see these strategies useful even if you use gesture or simple words to make yourself clear in difficult situation and using them will help you to communicate.

S5 The other person will be able to understand me.

I Is there anything you want to add about communication strategies?

S5 I want to say that we should focus on communication starting from schools not in college because student graduated from school and he cannot understand English. If you find 50 out of 1000 students who can speak English it will be bless.

I How can we teach them about it?

S5 They should start teaching students while they are still young, we followed the general system and we did not understand anything in English.

I What is it focused on?

S5 It focus, like the new system which has started the basic system, I think it is good unlike us even during school those who study basic education have different privileges and we were like isolated from them.

I So, you say that communication

S5 Communication should start in school.

I We allow them to speak more while they are young.

S5 Even in the house, if anyone knows English we could speak with kids because they are still young and they learn faster. I remember myself when I was in high school my younger sisters knows English words more than
me.
Unit 1 Body Language

1. Match the pictures with the dialogues.

1. Is the Internet Cafe open on Fridays?
   - I don’t know. Sorry.

2. Hey! What time’s...?
   - Sssh! I’m trying to listen.

3. Omar’s in trouble again!
   - What’s the problem this time?

4. I’ve got two tickets to the cinema tomorrow night.
   - Brilliant!

5. Ugh! This room really stinks.
   - Oh! How disgusting!

2. Look at the text in your Coursebook on page 2 and write down the topic sentences for each paragraph. Remember – topic sentences are not always at the beginning of a paragraph.

Paragraph 1: Body language refers to the way we move our bodies, make gestures or use facial expressions to help get our message across.

Paragraph 2: Many people need to be able to recognise certain types of body language in the ‘dog that they do.

Paragraph 3: It is not only professionals who use or understanding of body language to help them.

Paragraph 4: Finally, if you want to know the answers to the first questions in this article, read on.
Appendix 2: Pages of (Communication) Theme in the Second Secondary English Textbook.
# LESSON PLAN

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**DATE:** October 27, 1995

**CLASS:** 3-G, Kyoyama Junior High School, Okayama

**MATERIAL:** *Sunshine English Course 3, Program 6*

**GOAL:** To develop the students' willingness and ability to communicate in English

**OBJECTIVES:**
1. To make the students aware that there is more than one way to express meaning and that it is better to say something even less precise than desired than to avoid saying it all together.
2. To enable the students to understand how monolingual dictionaries use post-modifying structures for defining word meanings, and
3. To raise the students' awareness of how useful those structures are as a means of compensating for their lack of lexical knowledge and to encourage them to use the structures.

**GRAMMAR:** Post-modification and others

*Covered in the preceding lessons:*
1. *contact clause (Program 5, Section 2)*
2. *who/which/that/that is the subject of the verb in the relative clause (5, 3-4)*
3. *preposition (with, like)*
4. *verb/adjective/noun (have/use/live, large/small, animal/machine)*

*To be covered in this lesson:*
1. *which/that is the object of the verb in the relative clause (6, 1)*
2. *present participle (-ing) (6, 3)*
3. *past participle (-ed) (6, 4)*

**PROCEDURE:**

1. **Warm-up: Greetings & Total Physical Response (TPR)**
   - Make the students relax and prepared both psychologically and linguistically for the activities which will follow.
   - The teacher gives the students directions for them to physically follow, which include vocabulary items such as *nose, ear, neck, arm, and leg.*
     - e.g. Touch your right leg with your left hand.

2. **Review**
   - Review the relative pronouns taught in Program 5.
   - The teacher asks the students questions designed to make them aware that meaning can be expressed in varying levels of precision by using the language at their disposal.
     - e.g. *elephant* is a very large animal, a very large animal that has a very long nose.
   - The students listen to what the teacher says in English and guess what he refers to.
     - e.g. *a small machine you use for taking pictures (= camera)*

3. **Presentation & Identification**
   - Present written definitions of some words to introduce the new grammar points.
   - The students read the definitions and guess what words are being defined.
     - e.g. *a sea animal having ten arms (= squid)*
   - They are required to analyze the structures used in the definitions and realize that different structures are used to express the same meaning.
     - e.g. 1) *an animal that has/has an animal having/has an animal with*
     - 2) *a machine you use for/a machine that (which) you use for/a machine that (which) is used for/a machine used for*

4. **Written production**
   - The students are required to define two of the words they are given, based on the definitions they heard and read in the preceding activities.
     - e.g. *snake, ostrich, scissors, telescope*

5. **Oral production**
   - The students work in pairs with one student presenting orally the definition he or she has written while the other guessing what word is being defined.
     - e.g. 1) A: I went to the zoo last Sunday. B: What did you see there? A:...
     - 2) A: I went shopping last Sunday. B: Did you buy anything? A: Yes, ...