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University Abderahmane Mira of Bejaia
Faculty of Languages
Department of English



**Investigating EFL Students' Communication Strategies
in Overcoming Oral Vocabulary Gap**

The Case of Master II Didactics Students at Bejaia University

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Applied
Linguistics & English Language Teaching at Bejaia University

Submitted by:

Miss Yasmina Haddad

Board of Examiners:

Chairperson: Mrs. Fadhila Kaci

Supervisor: Mr. Sofiane Mammeri

Examiner: Mrs. Linda Khenoune.

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Abstract

The present study investigates English as Foreign Language students' communication strategies to overcome oral vocabulary gap. Subjects are Master II SLD students at the Department of English at the University of Bejaia. To reach the aim, this research project is based on a review of different relevant literature and on data collected through a mixed methodology which are based on both qualitative and quantitative methods. The qualitative method consisted of a classroom observation in order to reveal concrete results on students' use of communication strategies. The quantitative method was based on a questionnaire delivered to students. Findings revealed that our participants face difficulties when they attempt to speak in English through their use of the different communication strategies. The results also showed that Circumlocution was the most strategy employed and word coinage was the least used by Bejaia master II University students. Moreover, according to the data obtained from the questionnaire; the types of communication strategies our participants utilize are classified from the most used to the least. First, we have the circumlocution strategy. Then, appeal for assistance as a return to the interlocutors' help. After that, we have message abandonment and approximation of the message. Besides, students also use a lot the all purpose word strategy. Furthermore, students employ self repair strategy, literal translation, topic avoidance, Foreignizing and lastly word coinage respectively. Finally, vocabulary gap could be reduced through applying strategies for vocabulary acquisition.

Key words: EFL Students, Communication Strategies, Oral Vocabulary Gap.

Résumé

La présente étude explore les stratégies de communication que les étudiants d'anglais utilisent pour surmonter le manque du vocabulaire. Les sujets sont des étudiants du master II – option: Sciences du Langage et Didactique du département d'Anglais à l'université de Bejaia. Pour atteindre le but de cette recherche, nous avons basé sur un examen de la littérature appropriée à cette thématique et sur des données rassemblées par une méthodologie mixte basée sur des méthodes qualitatives et quantitatives. La méthode qualitative s'est composée d'une observation en classe afin de découvrir les stratégies de communication que nos sujets sont entrain d'utiliser. La méthode quantitative est basée sur un questionnaire distribué aux étudiants. Les résultats ont indiqués que nos participants font face à des difficultés quand ils essayent de parler en Anglais. Aussi, les résultats ont également prouvé que la circonlocution était la plupart de stratégie utilisée et invention de mot était moins employée par nos sujets. D'ailleurs, selon les données obtenues à partir du questionnaire ; les types de stratégies de communication que nos participants utilisent sont classifiés de la plus fréquente au moins. D'abord, nous avons la stratégie de circonlocution. Puis, lancer un appel pour l'aide comme un retour aux interlocuteurs. Après, nous avons l'abandon de message et l'approximation du message. En outre, les étudiants emploient également beaucoup la stratégie polyvalente de mot. En plus, les étudiants utilisent la stratégie de réparation d'individu, la traduction littérale, échappement au sujets traités, le Foreignizing et pour finir l'invention des mots. En conclusion, le manque du vocabulaire a pu être réduit en appliquant des différentes stratégies qui servent pour l'acquisition du vocabulaire.

Mots Clé : Etudiants d'ALE, Stratégies de Communication, le Manque du Vocabulaire.

Table of content

Dedication	i
Acknowledgements	ii
Abstract.....	iii
Table of content.....	iv
List of Tables.....	vii
List of Abbreviations.....	viii

General Introduction

I. Sources of Inspiration	1
II. Statement of the Problem.....	2
II.1. Questions of the Study	2
III. Hypothesis.....	2
IV. Purpose of the Study	2
V. Methods.....	3
V.1. Procedures.....	3
V.2. Population	3
V.3. Sample.....	3
VI. Significance of the Study	3
VII. Organization of the Work	4

Chapter One

Theoretical Background

Section One: Introducing Communication Strategies

I. Definition of Communication.....	5
II. Definition of Communication Strategies.....	6
III. Verbal Communication.....	7
IV. Elements of Communication Process	7
V. Communicative Competence.....	7
VI. Components of Communicative Competence	8
VII. Taxonomies of Communication Strategies.....	9
VIII. Communication Strategies versus Learning Strategies	12

IX.	Communication Strategies Versus Production Strategies	13
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Section Two: Theoretical Perspectives on Students' Spoken Vocabulary Gap

I.	Definition of Word.....	14
II.	Types of Words.....	14
III.	Words and Language	14
IV.	Definition of Vocabulary	14
V.	Definition of Gap	15
VI.	Definition of Vocabulary Gap	15
VII.	Types of Vocabulary.....	15
VIII.	Strategies of Vocabulary Learning/Building.....	15
IX.	Symptoms of Bad Vocabulary Learning and Teaching.....	16

**Chapter Two
Literature Review**

I.	Studies Related to Communication Strategies.....	17
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**Chapter Three
Methods and Research Design**

Introduction

I.	Participants.....	22
II.	Instruments.....	22
III.	Design	22
IV.	Aim of the Observation.....	23
V.	Description of the Observation.....	23
VI.	Aim of the Questionnaire.....	24
VII.	Description of the questionnaire	24

**Chapter Four
Results and Discussions**

Section One: Analysis and Interpretation of the Results

I.	Analysis and Interpretation of the Observation.....	26
II.	Analysis and Interpretation of the Questionnaire	28

Section Two: Limitations, Implications and Suggestions for Further Research

I.	Limitations	38
II.	Implications of the Study.....	38

III. Suggestions for Further Research.....	39
IV. General Conclusion.....	40
References	42
Appendices	
Résumé	

List of Tables and Figures

Table 1 : Taxonomies of Communication Strategies	10
Table 2 : Observation analysis	27
Table 3 : Students Age	28
Table 4 : Students' Message Abandonment Strategy	29
Table 5 : Students' Topic A avoidance Strategy	30
Table 6 : Students' Literal Translation Strategy.....	31
Table 7 : Students' Foreignizing Strategy.....	32
Table 8 : Students' Message Approximation Strategy.....	32
Table 9 : Students' Word Coinage Strategy.....	33
Table 10 : Students' Circumlocution Strategy.....	34
Table 11 : Students' Use of All Purpose Words.....	35
Table 12 : Students' Self Repair Strategy.....	35
Table 13 : Students' Appealing for Assistance Strategy.....	36
Figure 1 : Tarone Taxonomy of Communication Strategies.....	12

List of abbreviations

CSs: Communication Strategies

EFL: English as a Foreign Language

LMD: License/ Master/Doctorat

LSD: Language Sciences and Didactics

%: Percent

VS: Versus

General introduction

Introduction

“Words, so innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of the one who knows how to choose and combine them”. (Hawthorne- cited in Pikulski and Templeton 2004:1). Therefore, it seems almost impossible to overstate the power of words since it is the greatest tool a learner can possess and one cannot deny that vocabulary is the lifeblood of communication. Thus, a speaker cannot succeed to transmit his messages unless he possesses and masters a considerable range of words.

Moreover, in the process of learning a foreign language, communication is of crucial importance. Indeed, a primary motivation to learn it is to be able to converse with native speakers of that language. This explains why so many language learners are interested in the speaking skill. In addition, speaking is also a great challenge for foreign language learners in all degrees and fields because students' communication is constantly shattered by gaps when opting to converse, or to convey a given message.

For the sake of overcoming the gap that students' encounter when they communicate, and to find out what kind of solutions they employ when facing communication disruptions are meant to be our main research concern. Therefore, the research under study is conducted to investigate the communication strategies (CS's, henceforth) that students might use to cope with vocabulary gap.

I. Sources of Inspiration

According to our experience as English as a foreign language (EFL) learners at the department of English at the university of Bejaia for five years, we have noticed that we struggle a lot as students and suffer from vocabulary lacks which pushes us into breakdowns in communication. We have further observed students' efforts to express their ideas and their desire to speak in English in addition to their eagerness to acquire this foreign language.

As far as we are concerned, speaking in English becomes a must. First of all, we are supposed to conduct a research in the second year of the Master program. Thus, we will experience the day of the viva and confront a whole audience. Moreover, students will be given few minutes to explain the content of their thesis. Therefore, the practice of speaking is considered to be as urgency where all the students' speech must be coherent and characterized by a good pronunciation.

Additionally, developing the communicative competence is an issue of interest to most of EFL learners. Furthermore, being a fluent speaker is a dream that attracts every English language learner. To be precise, we are a group of 13 master two students of applied linguistics and English language learning and teaching, in which research is compulsory. Accordingly, motivation of all the students rises up. We agreed to communicate merely in English in order to have the habit of speaking it without gaps. We have come to conclude that we are unable to communicate spontaneously without experiencing breakdowns. In addition, students ask a lot about how a variety of concepts or words are called in English purposefully to face the crisis that occurs in the language. Therefore, we decided to conduct a research in order to investigate solutions for this pertinent issue.

II. Statement of the Problem

We have noticed as students that communication is not an easy task to be fulfilled. Each time when students try to communicate in English they give up even if they are motivated enough to converse in English. Hence, the reason behind is linked with vocabulary. Therefore, to what extent do communication strategies fulfill spontaneity speaking without vocabulary gap?

II.1. Questions of the Study

The present study addresses the following research questions:

- .What communication strategies do EFL University students use while speaking to overcome vocabulary gaps?
- .Which type of communication strategies is mostly employed by Bejaia Master two students?
- . Which type of communication strategies is least used by Bejaia Master two students?

III. Hypothesis

In the light of this study, we will be stuck to finding classification and types of communication strategies that students can use for easiness of speaking and overcome vocabulary breakdowns. Thus, we hypothesize that Bejaia EFL students may overcome their vocabulary gap if they handle Communication strategies.

IV. Purpose of the Study

The aim of the present study is to identify the different communication strategies used by 90 Master II didactic students at the University of Bejaia. Besides, it attempts to find solutions to overcome the verbal vocabulary gap.

V. Methods

Our research design is based on a descriptive mixed method represented in qualitative and quantitative instruments of data collection. Our aim is describe the type of communication strategies used by master II Bejaia university students.

V.1. Procedures

To obtain the data required and to fit the objective of our research, we will be using two main tools. First, we have opted for an observation which will be designed for the intent of collecting valuable data about students' performance while speaking. The former qualitative stage involves a description of students' communication strategies being utilized while speaking. Second, we have also opted to deliver a questionnaire for a sample containing 90 master II students. The later quantitative tool is used to reveal concrete data from the part of the student. The aim of the questionnaire is study the Frequency and percentages of 10 communication strategies used by Master II students while they communicate.

V.2. Population

Our present study is limited to a population consisting 287 Master II Didactics students of English enrolled in the LMD system at the University of Bejaia. We have chosen Master II Students because they are numerous and studied English for five years at the University.

V.3. Sample

The sample under study comprises 90 Master II didactics students of English enrolled in the LMD system.

VI. Significance of the Study

The present research may help students to be aware about the different communication strategies which they might ignore. Moreover, it attempts to bring students attention to the importance of the speaking skill. Additionally, this study is for the rational of facilitating students'

communication and making speaking easier. Moreover, communication strategies are considered to be as a drug so that vocabulary gap will disappear.

VII. The Organization of the Work

The present study underlies four chapters. The first chapter is the theoretical part and it falls into two sections. Section one reviews introduction, definitions and various elements which related to communication strategies. Section two shed light to vocabulary gap. The second chapter is the literature review and it is a collection of different studies related to our topic of interest which reveals the significance of the present study. The third chapter is named methods and research design. Moreover, it encompasses a description of the study, the participants, the instruments of data collection, the design, the aim of both of the observation and the questionnaire, and followed by a detailed description as well. The fourth chapter is Findings and Discussion. It presents the main findings of both of the qualitative data which is the observation and the quantitative data represented by the questionnaire. It concludes with some implications and suggestions for further research. Besides, the present study begins with an introduction and it ends with a general conclusion.

Chapter One: Theoretical Background

Introduction

The present chapter entitled theoretical background is divided into two sections. The first introduces communication strategies (the independent variable) and outstanding elements related to them. The second gives us an insight about vocabulary gap (Dependent variable).

Section One: Introducing Communication Strategies

This section provides an overview of communication strategies. First, we explained the meaning of communication and the related definitions according to different researchers' view. Then, we defined communication strategies. After that, we explained what is meant by verbal communication. After that the following subtitle is the elements of communication strategies as well as a detailed insight of communicative competence. Besides, a detailed overview of the components of the communicative competence is also provided. Moreover, the different taxonomies of communication strategies are summarized in a form of table. Finally, a comparison between communication strategies and learning strategies is provided.

I. Definition of Communication

It is claimed by Richards and Schmidt (1983:4) that: *“the exchange of information between at least two individuals through the use of verbal and non- verbal symbols, oral and written/ visual modes, and the production and comprehension processes”*. According to Lobtus and Pennewill (1989:177 cited in Oxford 1990:7), it is *“a mutual exchange between two or more individuals which enhances cooperation and establishes commonality”*. In other words, communication takes place where two people discuss and it encourages social interaction. According to *Longman dictionary of contemporary English*, communication is the medium through which people exchange their thoughts, ideas and feelings so that others will understand. It is defined by Savignon (1983) cited in Oxford (1990:9) as *“...dynamic, not static, and as depending on the negotiation of meaning between two or more persons who share some knowledge of the language being used”*. That is to say, communication is basically built upon the linguistic knowledge known before attending the goal which is to utter the message wanted to be transmitted and that communication involves a continuous evaluation and negotiation of meaning on the part of the participants.

II. Definition of Communication Strategies

Various researchers such as Tarone, Cohen, and Dumas (1976- cited in Cohen and Macro 2007:208) regarded communication strategies (CSs) as a problem solving behaviour employed by the learner in target language (TL) situation. They added that “learners’ had a tendency to use CSs to compensate for their lack of appropriate TL knowledge when expressing or decoding meaning of their intended utterances”.

Moreover, according to Poulisse et al.(1984:72- cited in Kasper and Kellerman1997:2), communication strategies are: “...*strategies which a language user employs in order to achieve his intended meaning on becoming aware of the problems arising during the planning phase of an utterance due to his linguistic short-comings*”. In other words, communication strategies are attempts to convey meaning when there is breakdown in communication due to the speaker’s limited linguistic knowledge. Besides, it is expressed by Tarone (1977:195) as *strategies “...used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individuals thought*”. That is to say, communication strategies are used by the person who is willing to communicate for the objective of conveying meaning when there is breakdown in speaking.

Furthermore, Fearch and Kasper (1983:16) claim that: “*a working definition of communication strategies is that they are a systematic technique employed by a speaker to express his meaning when faced with some difficulty*”. The idea is that these strategies are used when the learner encounters problems which reside in the speaker’s linguistic resources to express his ideas successfully.

According to Tarone (1983:65- cited in Kasper and Kellerman1997:2), communication strategies are mutual agreement of two speakers on a meaning when they do not share the same linguistic knowledge. That is to say, the speaker uses communication strategies when he is aware that the listener will not understand much of what is said because they do not share the same language. In addition to this, Fearch and Kasper (1983:65), claim that “*communication strategies may be seen as attempts to bridge the gap between the linguistic knowledge of the second language learner, and the linguistic knowledge of the target language interlocutor in real communication situation*”. In other words, communication strategies are used to overcome the barrier which hinders the flow of communication between two individuals who do not share the same language.

III. Verbal Communication

Verbal communication comprises broader ways of expressing emphasis, emotions, and other important aspect of communication like intonation, pauses, the expressiveness of face to face interaction and body movement which promote communication.(Denning et al., 2007:165). In other words, verbal communication affords immediate feedback from the listener and it is easy for any person to detect, correct, and react to the speakers' talk. Besides, Spoken or verbal communications are less grammatically complete and do not need to learn a greater range of vocabulary since we can leave out unnecessary words because they are obvious from the context and take up less amount of time.(Davies & Pearse, 2000:224). That is to say that, the speaking skill is unlike the other skills. We can communicate without utilizing several words, and the message can be understood, simply by using gestures, mimes, and body movements.

IV. Elements of the Communication Process

In every communication exchange, the sender, the receiver, the message, and the noise are the constituent elements in the communication process. Additionally, the speaker initiates communication by sending the message. This message contains words, symbols, or gestures with which the speaker encodes the message with. These encodings are the outcomes of an utterance and they are represented via verbal and non verbal or written language. Moreover, the channel or medium through which the message is sent and which can be executed either through face to face conversation, or telephone call, email, or through written report is called communication carrier. After that, the receiver who is the listener decodes the message into meaningful information. Therefore, feedback will be a response to the receivers. In this phase, each of the participants will discover whether the communicated topic has been understood or not. The language barriers as well as the interruption, emotions and attitudes are the perceptions of the message and they are called noise (Lunenburg, 2010).

V. Communicative Competence

Communicative competence is *“the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts”* (Hymes 1967- cited in Brown 2000: 246). In other words, communicative competence is the ability to use the existing knowledge effectively in an interactional manner. Besides, giving and receiving messages from the speaker to the listener and sharing thoughts and information between individuals which is the fact of having the communicative competence (Richards and Schmidt 2002: 89). Moreover, Communicative competence is the study of grammar and lexicon with

the inclusion of the rules of speaking. For instance, to know how to start up a conversation, to know what to say when there is nothing to say, and to interpret well the meaning of an utterance (Richards & Schmidt 1983:61). According to Oxford (1990: 7), communicative competence is the ability to communicate by using the four language skills which are: speaking, reading, writing and listening either in writing or in speaking.

VI. Components of Communicative Competence

Communicative competence consists of four components. They are as follows:

VI.1. Grammatical Competence. This type is concerned with the mastery of language code in which the language user masters both of verbal and non verbal linguistic codes, including vocabulary, grammar, pronunciation, spelling, word formation, sentence formation, and linguistic semantics. (Oxford 1990:7). Hence, the main focus of such a strategy is to handle the knowledge and skills required to comprehend and express the meaning of utterances. In other words, as cited in Shumin (2002:207), EFL learners must learn how words are combined together and form sentences and how these sentences are related to allow the speaker to succeed in a channel of communication where the goal is to transmit the messages wanted to be conveyed. Besides, grammatical competence is also called accuracy competence in which the focus is solely on correctness.

VI. 2. Sociolinguistic Competence. According to Richard and Schmidt (1983:7), “*the sociolinguistic competence addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic context*”. Therefore, sociolinguistic competence is to be able to understand and use produced utterances appropriately in various social contexts. Besides, it refers to all aspects of speech acts such as persuading, apologizing, and describing (Oxford 1990:7). To sum up, the sociolinguistic competence is the ability to interact with individuals in society. According to Richards & Schmidt (1983:7), it is related to appropriateness of utterances which is composed of appropriateness of meaning and appropriateness of form.

2.1. Appropriateness of meaning concerns the extent to which particular communicative functions such as inviting, attitudes including politeness and formality. In addition, each word is likely to be proper when it is used in its suitable context. For instance, any given individual cannot ask for a chicken in a cafeteria.

2.1. Appropriateness of form concerns the extent to which a given meaning such as attitudes, ideas represented in a verbal and non verbal form that is proper in a given sociolinguistic context.

VI.3. Discourse Competence. It is the mastery of how to combine grammatical forms and meanings in order to achieve a unified genre text either spoken or written (Richards and Schmidt 1983:9). Besides, Oxford (1990:7) defines discourse competence as “*the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence*”. In other words, the unity of a text is achieved through cohesion which is the presence of cohesive devices. To name few, we have pronouns, synonyms, conjunction. Therefore, discourse competence refers to the relationship among different sentences either in an oral utterance or in a written text. However, coherence refers to the relationship of different meanings in an oral utterance or a written text. This means that the hearer is able to understand the meaning from the context in which it occurs.

VI.4. Strategic Competence. It is to know how to compensate for communication breakdowns and to use “*strategies like gestures, or talking around an unknown word in order to overcome limitations in language knowledge*” (Oxford 1990:7). Moreover, strategic competence encompasses the use of communication strategies such as “*mime, paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style*” (Savignone 1983-cited in Brown 2000: 247). Furthermore, it is the ability to use tactics, either verbal or nonverbal, to make up for communication disruptions (Canal and Swain 1980- cited in brown 2000: 247).

VII. Taxonomies of Communication Strategies.

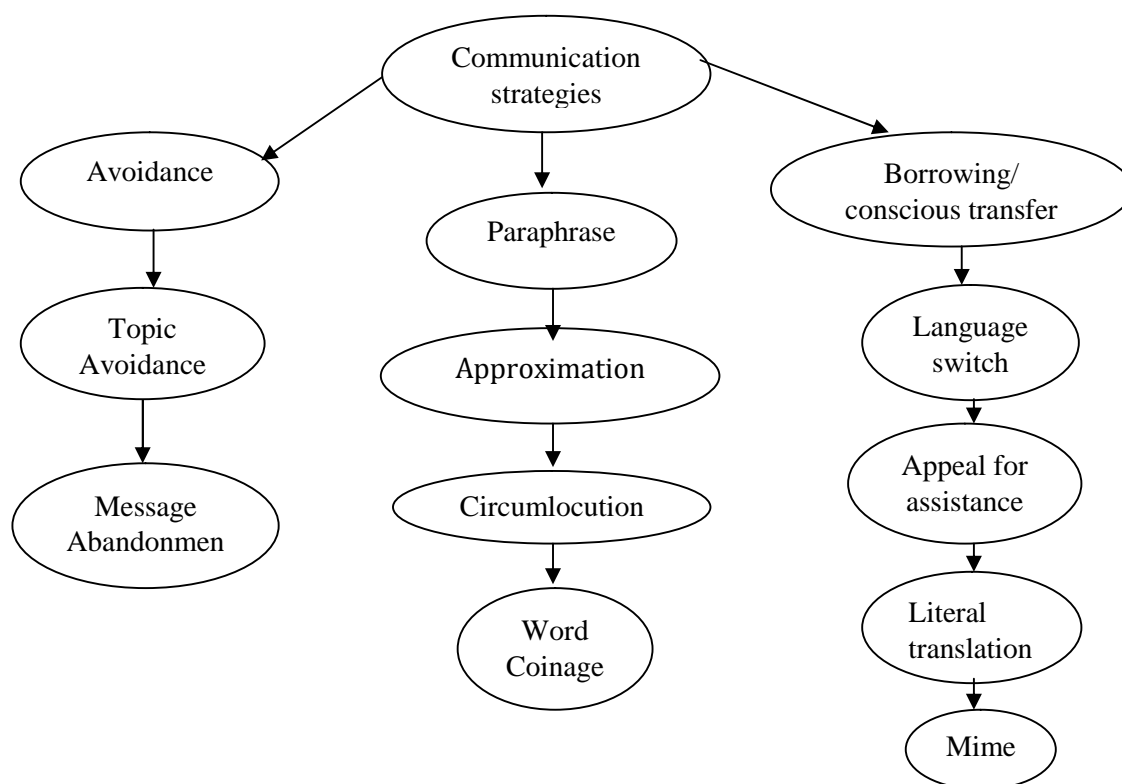
Different researchers classify communication strategies in different categories. A summary of Selected researchers’ works is paraded by Tan et al, 2012:835) as in the following table:

Table 01: Taxonomies of Communication Strategies.

The types of communication strategies.	The list of Communication Strategies.	Explanation of communication Strategies.	The function of Communication Strategies.
Avoidance or reduction Strategies.	Message abandonment	The speaker gives up talking and fails to keep channel of communication open because of Language difficulties.	These strategies serve either to avoid talking totally or partially by reducing the failed plan when encountered With linguistic Limitations.
	Topic avoidance	Learners refrain or avoid totally speaking about topics in which they lack linguistic resources.	
Achievement compensatory strategies.	Literal translation	The speaker translates literally a lexical item, idiom, compound word, structure from L1 to L2.	Achievement strategies are called interlingual strategies because they involve transfer from L1 to L2 in order to keep Communication going.
	Code switching	The speaker either uses an L1 or L3 word with L1 or L3 pronunciation while speaking to hide the gaps that hinders communication.	
	Borrowing	The speaker borrows a word from L1 or L2 in order to contribute to the flow of Communication.	

	Foreign zing	The speaker uses an L1 word by adjusting it to L2 phonology (L2 pronunciation) or morphology (e.g., L2 suffix).	
	Approximation Generalization	The speaker employs a L2 word which is in common with target lexical item	Achievement or compensatory strategies which are called Intralingual strategies since they involve only the L2. These strategies are employed to achieve intended goal which is communication.
	Word coinage	The speaker invents non-existing or coin L2 Word by overgeneralization.	
	Circumlocution	The speaker describe exemplify the action or object instead of using the right L2 word because he is not able to get it in the moment of speaking.	
	Use of all purpose words	The speaker uses a general word to fill the vocabulary gap.	
	Appeal for assistance	The speaker turns to the listener or partner for help in order to remind a given word or to get the right one.	
	Self- repair or Restructuring	The speaker establishes a new plan when the first one fails to transmit the message they wanted to convey.	
	Stealing or time gaining strategies	The speaker employs such hesitation devices as fillers to gain time to think.	

Figure 1: Tarone Taxonomy of communication strategies (1980 cited in Tan et al, 2012:835).



Tarone’s taxonomy is different comparing it to the previous categorization of communication strategies. He divides these communications into three categories. First, into: avoidance strategies which are topic avoidance and message abandonment. Second, into: approximation, circumlocution, word coinage which is the constituent of Paraphrase. Third, into: Language switch, appeal for assistance, Literal translation, and mime represented by borrowing or conscious transfer.

VIII. Communication Strategies Vs Learning Strategies

Cohen (1998:4) defines learning strategies as follows: “*learning processes which are consciously selected by the learner. The element of choice is important here because this is what gives a strategy its special character*”. That is to say, it is up to the learner to choose the strategy which matches with his learning needs. Besides, “*learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situations*”.(Oxford, R, L. 1990: 8). This means that learning strategies are simply steps taken by the learner to enhance their learning.

Some researchers concluded that communication strategies cannot be learning strategies at the same time, on the supposition that the goal is communication, not learning (Chamot 1987-

cited in Oxford 1990:243). In addition, “*communication strategies, which can be differentiated from learning strategies by the intent of the strategy use. That is, learning strategies have learning as a goal and Communication strategies are directed toward maintaining communication*”. (Tarone 1981- Cited in O’Malley and Chamot 1990:10). In other words, the main goal of communication strategies is problem solving of language difficulties when attempting to speak for the purpose of promoting communication whereas, learning strategies aim to find efficient means through which learners learn better. Moreover, Bialystok (1983- cited in Masakatsu 1998:223) distinguished between communication strategies and learning strategies. She claims that learning strategies refers to all the activities in which the learner may be engaged to improve the target language competence.

However, communication strategies include all the attempts or the efforts the learner does in order to manipulate his limited linguistic resources to carry on the conversation going. In addition to the previous distinction, Tarone also suggested a distinction between CSs which are strategies for language use and learning strategies which are for developing linguistic and sociolinguistic competence in TL (Cohen and Macro 2007:208). Furthermore, Fearch and Kasper (1983: xvii) sustain that a distinction should be drawn between communication strategies and learning strategies and it is unattainable to decide whether the learner aim to use a specified strategy to learn or to communicate. Besides, even if communication is the main goal, learning often results. That is to say, motivation is mixed, we either learn a language to communicate or we communicate to learn a language. This is strongly supported by Howatt (1984- cited in Fearch and Kasper 1983), when they assert that “*the learner can either learn to use the language or use the language to learn it*”.

IX. Communication Strategies Vs Production Strategies

A distinction between communication strategies and production strategies is proposed by Tarone (1980: 420- cited in Zoltan and Mary 1997: 179). He sustains that the aim of production strategies is not to negotiate meaning but to gain time to think for appropriate words that suits the context. In other words, production strategies do not compensate for the breakdowns that occur during speaking like communication strategies do, but rather shows that the speaker is searching means to produce an utterance. Besides, Tarone (1980- cited in Zoltan 1995:59), states that production strategies are the general attempts to use ones’ knowledge efficiently and clearly. However, communication strategies’ aim is to negotiate meaning by using alternative means purposefully and fulfill the goal which is communication.

Section Two: Theoretical Perspective on Students' Spoken Vocabulary Gap

Vocabulary learning is dominant in language acquisition, whether the language is a second or a foreign language, and crucial to the learners overall language acquisition. In the process of language acquisition, vocabulary is of overriding importance. That is, whatever the target language is, second or foreign language, it is fundamental for acquiring a language in general.

I. Definition of a Word

A word is sometimes used to refer to lexemes and others to word forms. (Denning et al 2007:47). Additionally, the words we use in daily life reflect who we are and the social relationship we are in. (Pennbacker &Tausczit, 2010).

II. Types of Words

Tausczit and Pennbacker (2010), classify the type of words into content words and style words. Content words generally refer to “*nouns, regular verbs, and many adjectives and adverbs*”, and they serve to convey the content of communication which denotes what the speaker is talking about. Second, style words are constructed up of “*pronouns, prepositions, articles, conjunctions and auxiliary verbs*”.

III. Words and Language

Language is the most common and reliable way for people to translate their internal thoughts and emotions into a form that others can understand. Words and language are considered to be as the stuff of psychology and communication. Moreover, they are the medium by which cognitive, personality, clinical and social psychologists attempts to understand human beings (Pennbacker & Tausczit 2010).

IV. Definition of Vocabulary

According to *Collin Cobuild English Language Dictionary*, it is “*the vocabulary of a language is the total number of words in it; someone’s vocabulary is the total number of words in a language that he/she knows*”. This means that the learners’ use of vocabulary is related with the quantity of words he/she stores in the memory and the extent to which he/she retrieves them. For Richards, the term “word” will be used as an equivalent to lexical item or lexeme made up by one or more terms which form units of meaning.

V. Definition of Gap

A gap is an empty space or interval between two things. Moreover, it is a hollow space between objects like the space of the front teeth. Online Etymology Dictionary, Harper, D. (2010).

VI. Definition of Vocabulary Gap

It is a lack of words in the speakers' repertoire which appears as learners' deficiency in their linguistic resources. That is to say, it has relation with the breaks that occurs while students utter a word.

VII. Types of Vocabulary

Pikulski and Templeton (2004), classify vocabulary into receptive and productive vocabulary. That is, receptive vocabulary which is the amount of words we understand. It constitutes both of receptive oral vocabulary that are the words understood when we hear them, and receptive written which are the words we can read. On the other hand, Productive vocabulary refers to the words the speaker possesses. They comprise both of productive oral which are the words used by the speaker in oral speech, and productive written which are the words used in writing.

VIII. Strategies of Vocabulary Learning / Building

If teachers know more about how learners acquire vocabulary, what works and what doesn't work and which strategies learners use, it would help to teach students more profitable strategies. They fall into five essential steps:

- To have the sources for encountering new words, that is to have a new source for word learning. It includes learning new words either by reading books, or listening to TV and radio, reading news papers and magazines (Payne, 1988: 33- cited in Hatch & Brown 1995: 372).
- To get a clear image for the form of the new words, either visual or auditory or both by associating it to an already heard sound from the native language or other studied languages before. This type of strategy helps to retrieve words from memory by remembering the initial, final sounds including the number of syllables.
- Learn the meaning of the words; that is, to ask for the meaning of new words and make pictures of them in the learners' mind.
- Make a strong memory connection between the forms and meaning of the words for the purpose of remembering them either by placing them into context or simply in a meaningful

sentence, story, conversation, or by using “*semantic mapping*” (Oxford 1990:34). Oxford classified four direct strategies for consolidating words in memory.

The first is creating mental linkages like grouping or classifying material into meaningful units in order to make the material easier to remember. For example, if we speak about the weather, we are going to classify the following words (wind, rain, sun, clouds...) not meat, fish, or pizza. The second is applying images and sounds such as the use of imagery like drawings, pictures to remember new language information or word. The third is reviewing well. This means that looking at new language information once is not enough. It must be reviewed to remember it. The fourth is employing actions. It involves some meaningful movement or action. These strategies appeal for kinesthetic or tactile modes of learning.

- Use the words. “*Word use is essential. Furthermore, use seems to provide a mild guarantee that words and meanings will not fade from memory once they are learned*”. (Hatch & Brown 1995:39). Furthermore, learners use a range of strategies in order to learn words. She classifies vocabulary learning strategies into two kinds.

The first is the Cognitive strategies and they are “*direct mental operations which are concerned with working on new words in order to understand, categorize and store them in the mental lexicon*”. (Hedge, 2000:117). In other words, it is the process of grouping and associating words which are the acquired input with their meanings by using key words. A key word “*Is a word chosen from the first language which sounds like the new word in the second language*”. (Hedge, 2000:117).

The second is the Metacognitive strategies. They are indirect strategies employed by the speaker consciously with efforts for the purpose of remembering new words. It involves the collection of words from authentic contexts by categorizing them into lists or using them in dialogues as well as the use of word cards. (Hedge, 2000:118).

IX. Symptoms of Bad Vocabulary Learning and Teaching

According to Campillo (n.d), the most basic problems learners encounter when learning new vocabulary is the ability to grasp the words which have been taught. In this case, the learner either experiences communication breakdowns or calls up for their strategic competence by conveying the message in a different manner. Learners’ also might use vocabulary in their inappropriate context by fault. For instance, “right left” is appropriate to indicating direction; Whereas, North, East, West, and South are for location. We cannot use the former in the place of the latter or the opposite. Additionally, learners’ might also use vocabulary in the wrong level of informality. For example, to say sit down ladies and gentlemen instead of saying “Be seated ladies and gentlemen”. Thus, vocabulary learning is something more than just memorizing lists of words.

Chapter Two: Literature Review

Introduction

Communication strategies (CSs) and vocabulary construction has been the focus of many studies as it affect foreign language learning and teaching, and a subject which has received increasing interest. As a result, many researchers conducted their studies investigating the impact of communication strategy use upon learners' communication attempts. Researchers tried to find solutions and answers to questions that rang bells in their minds about learners' communication breakdowns that resulted from deficiencies in the speakers' vocabulary. Thus, the present chapter provides a summary of various related studies to communication strategies and vocabulary gap.

Delamere (1998) investigates communication strategies of English speaking learners of French on a business studies course. The subject of the study consists of 25 students of French on a third level business studies program in an Irish regional technical college. They are randomly selected from first year to fourth year of the course and they are divided into groups according to the number of years of studying French. The main objective of the researcher is to extend the existing communication strategy research area by investigating the communication strategies employed by native English speaking students who are learning L2 French within a wider business studies program.

Tornquist (2008) conducts a research on oral communication strategies in the English language classroom. The aim of Tornquist study is to investigate what attitudes do some English teachers and pupils in 9th grade in Sweden have towards oral communication in the teaching of English. As a tool of research, she used an interview for three English teachers and a questionnaire for 85 pupils in 9th grade. The results showed that most of the participants believe that oral communication is an essential component of the teaching of English as a foreign language. Besides, teachers think that the more pupils use oral communication the best they use their target language. In addition to this, they improve their skills through listening and talking to each others. At the end, Tornquist added that it is important for pupils to practice oral communication according to both of teachers and the English Swedish curricular document.

Huang (2010) conducts a research investigating the factors influencing the oral communication strategies of technical university students in Taiwan. The researcher provides a background on language learning. He used demographics relying on Nakatani's (2006) oral communication strategy inventory (OCSI). In addition, he used descriptive statistics one way ANOVA. In this

study, the researcher selects 98 sophomore students of Luangwa University of science and technology. Lastly, the research results admitted that motivation is the key success for students to enhance their new language skills. Thus, they build their communicative competence both within and outside the classroom.

Khader and Chaat (2010) conducted a research on the reasons behind non- English major university students' achievement gap in English language in Gaza strip from students' perspectives. A valid questionnaire was administered to a valid sample which represented 1% of the population of the study which is consisted of the whole university students who studied English course (s) as a university requirement at the Palestinian universities in Gaza strip namely: The Islamic university- Gaza, Al- Azhar University and El Quds open university and El Aksea university, during the second semester of the academic year 2009/2010 for the rational of collecting main related data. In addition, the researcher provided some data on the background study. The results revealed that there were no differences in the reasons behind students' achievement gap in English language skills in the Gaza strip from the student perspectives due to their gender, students' grades and students' university variables were at the significant level $\alpha=0.05$.

Jamshnejad (2011) conducted a research on developing accuracy by using oral communication strategies in ESL interactions when they encounter problems. The main aim of conducting such a study is to explore how a group of language learners develop the accuracy level of their target language in oral communication. The researcher adopted a qualitative research approach. Therefore, the explorer used audio recorded data which provides a description of students' performance in problematic situation of L2 oral communication from a series of group discussions with a group of Persian learners of English Literature and Translation. The participants were just those who were interested in the study and they took part voluntary. The sample is composed of 12 Iranian undergraduate students of English Literature and Translation and one postgraduate student in TEFL, both male and female, aged 20-24, from university students of English language department. In the conclusion it is revealed that CSs usage in L2 interpersonal communications enables participants to promote accuracy level of their target language, in addition to the negotiation of meaning.

Oradee (2012) conducted a research on the issue of developing speaking skills using three communicative activities namely, discussion, problem solving, and role play. The sample of the study comprises 49 grade 11 students of satri Rachinthit School, Udon Thani, Thailand, and the target group is composed of 12 students, divided into 3 high, medium and low English proficiency levels using purposive selections. The dependent variable is teaching English skills with three

communicative activities. The independent variables are students' English speaking abilities and attitude towards speaking it using three communicative activities. The researcher opts for a mixed methodological design. A quantitative data of a speaking test of students' attitudes towards teaching English speaking, and a qualitative data drawn from learning log. Additionally, a semi-structured interview and a teacher journal have been designed by the explorer. This study aims to explore two objectives. The first aim is to study and compare students' English speaking skills. Second, to study students' attitudes towards teaching English speaking skills by using the three communicative activities mentioned above for both of the aims. The findings reveal that students' English abilities after using the three communicative activities have been significantly higher than the prior to their use. Moreover, the rate of the students' attitude towards teaching English by using the three communicative activities is good ($X= 4.50$).

Nimer (2012) investigates communication strategies used by Jordanian EFL learners. The researcher deals with communication strategies and proficiency level of 66 Jordanian students at Zarka University. The main aim of the study is to investigate and identify the communication strategies Jordanian EFL learners employ in their communication and the influence of proficiency level on the choice and number of communication strategies used. The results revealed that Jordanian EFL students managed to communicate their intended meaning by using the different communication strategies in spite of their inadequate linguistic knowledge. Besides, the study indicates that students' choice to employ communication strategies are found to be influenced by their proficiency level.

Abunawas (2012) Investigates communication strategies used by Jordanian EFL learners. The sample of the study comprises 66 randomly chosen students. 28 of them were males and 38 females. All of the participants were native speakers of Arabic language. They were divided into three groups according to their proficiency levels, freshman, sophomore, and junior and senior English major university students. In addition, the number of years of learning English also was included. The main aim of the study is to investigate and identify the communication strategies that Jordanian EFL learners employ in their communication and the influence of proficiency level on the choice and number of the communication strategies. Abunawas has used two main tools of data collection which are picture description test and an unstructured interview. The former is meant to find out the type and frequency of the communication strategies the respondents employ. However, the later concern is to find out other factors that could influence students' use of communication strategies. The results revealed that Jordanian EFL students managed to communicate their intended meaning by making use of different communication strategies in spite of their inadequate linguistic knowledge. Moreover, students' attempts to convey their meanings

vary from one respondent to another and the choice of communication strategies were found to be influenced by students' proficiency level.

Tan et al (2012) conducted a research investigating how and when oral communication strategies are used in group discussion by international students at university Kobangsaan Malaysia. This research aims to examine the use of communication strategies between high and low proficient speakers. The results showed that being aware to use appropriate communication strategies and employ them in a creative and efficient way are the skills that students can acquire. The findings also illustrated raising awareness of the communication problems international students come across might overcome their communication problems in different contexts. Thus, the advantage from knowing CSs can be used in students teaching agenda.

Syahrial (2013) investigates communication strategies used by young learners in a bilingual classroom. The researcher used an observation protocol, video recorder, sound recorder, sound recorder and field note as instruments of data collection. The study sought for describing what compensation communication strategies that the third grade students of Bethany school used in conversations with their English teachers for the purpose of compensating their inadequacy or missing knowledge in English as a foreign language communication in a bilingual classroom. The results show that the participants used six out of seven compensatory strategies to compensate their inadequacy in English during their conversation with the teacher. These strategies can be summarized in assistance for help by asking translation which was the most common strategy used by the participants while speaking with their teacher. Then, language mixing, word coinage circumlocution, literal translation and message approximation.

Uztosun and Erten (2014) investigate the impact of English language proficiency on the use of communication strategies. The purpose of the study is to reveal the relationship between language proficiency and the use of communication strategies. The study is an interaction- based methodology in which 17 pairs at different proficiency levels were asked to negotiate on two short movies and stimulated-recall interview were implemented. The results illustrate that participants use particular strategies such as "use of fillers", "self-repair", and "self-repetition". Besides, proficiency level was not found as a factor influencing learners' strategy choice but significant differences has been found in three strategies gathered in reduction strategies, topic avoidance, and mime.

The present study investigates English as a Foreign Language Students' communication strategies to overcome oral vocabulary gap. This study is different from the other conducted ones. The related research explored more about either the influence or the impact of the English language on the use of communication strategies. However, this research is different because it's

the main aim is to find the type of communication strategies English as a Foreign Language Master II students at the Department of English at the University of Bejaia employ in order to overcome vocabulary gaps which are the barriers that hinder the spontaneity of communication. Additionally, this study is different from its predecessors in a point which is setting. That is to say that our setting is different from previous research (Algerian context).thus, different population and different classroom variables which might lead to different results. Therefore, this study intends to reveal the type of communication strategies Master II Bejaia University students enrolled in the LMD System utilize to avoid crisis and breakdowns during their process of communication.

Chapter Three: Methods & Research Design

Introduction

The present study is an investigation of the type and classification of communication strategies that Bejaia master II students might use in order to reduce their vocabulary gap. Furthermore, we opted for the use of communication strategies as a problem solving technique in order to promote the flow of communication and to keep the channel of communication going. To provide a meaningful explanation of this, we have presented in the previous chapter a literature review that allows us to have a clear idea about our topic and research objectives. Afterwards, this chapter aims at providing our adopted methods and it gives a detailed data description of our research design.

I. Participants

The participants of this investigation are Master II Didactics students studying English as a foreign language at Bejaia University. The whole population consists of 286 students, but we have distributed 90 questionnaires. Their ages ranged between 24 and 26 years old. We have chosen master II didactic students because they are numerous if compared to both of master II literature and applied linguistics. However, we have selected a classroom of 26 master II didactics students in order to observe their behaviour when they compensate for their linguistic gaps. A considerable number of absentees have been noticed and we have observed only 10 students using an observation grid in the second day. Furthermore, we have taken notes about the strategies they employ to communicate when they do not want to show linguistic weaknesses.

II. Instruments

The tools used to gather data required for this study are observation and questionnaire.

III. Design

The aim of the present study is to investigate students' communication strategies to overcome verbal vocabulary gap among master II Didactics students. Therefore, we have opted for an observation of a classroom comprising 26 students in order to reveal the type of communication strategies they employ. We have dealt with 10 students who were all girls except one boy. Most of the remaining students were absent because they were attending their missed lectures in the amphitheatre. Afterwards, a questionnaire was handled to a sample of 90 didactics master two students at Bejaia University. It was designed in order to collect reliable and concrete data. Thus,

this chapter aims at providing a description of the observation which took place in a classroom as well as a detailed description of the questionnaire we have distributed.

IV. Aim of the Observation

The aim of the observation is to seek for concrete other communication strategies which are different from the ones we have prepared for the questionnaire because they are few. We included only ten strategies. We wanted to discover other strategies EFL master two students employ in the classroom before asking them individually by submitting the questionnaire.

V. Description of the Observation

During the 02 sessions, we have observed students' use of communication strategies to overcome their lack of linguistic resources and noted the kind of gestures they tend to employ when faced with vocabulary gaps. Using the observation grid (See Appendix 01) Most of students collaborated with the experimenter. In the first session, we were just observing. We did not prepare the observation grid. We prepared it the next session because we were seeking for other communication strategies that are different from the ones we have prepared for the questionnaire. In the following session most of the students (60%) interacted and showed interest. However, almost all of the students kept saying that they struggle in conveying their intended messages to be transmitted to the hearer and they have admitted that even though they have studied English for five years at university without counting the repeated years and middle and secondary schooling time where students were exposed to English language, but still have problems when they communicate in the English language. We were non participant observers, so the students were cooperative and interacted a lot.

The observation grade comprises five items describing students' type of communication strategies which they employ while speaking in English. We have designed a table which consists of three columns. The first item is about whether students give examples while speaking in order to overcome their vocabulary gaps, and it is named exemplification. The second item was asked to know if students reformulate sentences and say them in other ways for the purpose of defeating their vocabulary gap while speaking. This second item is called restructuring. The third item is to reveal whether students use mime, gestures or body language while they communicate in English. These are non verbal strategies. The fourth item is for the purpose of discovering if students employ time gaining strategies in order to hide their limited linguistic knowledge such as using fillers like the overuse of "Um". The fifth item is about students' use of already memorized and

stocked phrases when they communicate as a technique to keep the channel of communication open. This last item is called use of prefabricated patterns.

VI. Aim of the Questionnaire

The main aim of the present questionnaire is to collect reliable data about the types and frequency of using communication strategies among 90 EFL master two students while communicating in English for the rational of bridging the linguistic gap, and as a mean of compensating for the lack of appropriate L2 knowledge when expressing intended utterances. Moreover, it seeks to discover the differences in learners' variables. First, it looks for knowing whether gender variables (males and females) both apply the same or totally different strategies during a verbal production. Second, it tries finding out if age has a role to play in using specific type of communication strategies. Finally, to show that Master two EFL students have studied English for more than ten years, it means from middle school until master two studies; but still students cannot communicate effectively in English.

VII. Description of the Questionnaire

The questionnaire is handed out to 90 master two LMD students of the department of English, Bejaia University (See Appendix 02). The collection of data was during the second semester and the copies were given back to me in the same day. The administration and the collection took me five days because we used to distribute 20 questionnaires each day in order to be able to explain the questions enrolled in the questionnaire for each student and insure a sincere answer and a whole understanding of the content. Sometimes we find it necessary to use other languages when explaining and this included even the mother tongue. Moreover, we have done these techniques as a result to students' unwillingness to fill in questionnaires.

The questionnaire consists of two parts. The first is about general questions which search to gather information about age (item 1), gender (item 2) and the number of years of learning English starting to count from middle school till the end of Master degree (item3). The second part comprises ten types of communication strategies and (five frequency scales) organized as follows: Always, Often, Sometimes, Seldom and Never. It is up to the Students to put a tick to the frequency where they employ each strategy from the suggested in the questionnaire.

This second part involves ten items comprising ten communication strategies adopted from both of Fearch and kasper (1984), Tarone (1977), and Willems (1987) cited in Tan et al, (2012:835), to know which strategies do EFL students employ when attempting to communicate in English.

The first is whether students stop in mid utterance and abandon the message due to language difficulties (Item 1). This strategy refers to message abandonment strategy.

The second item seeks to know if they avoid totally speaking about topics or concepts as a result to language lack. This item refers to topic avoidance strategy. Besides, both of item one and item two are called avoidance or reduction strategies.

The following items are called achievement or compensatory strategies in which the speaker attends the goal of conveying a message wanted to be transmitted. Furthermore, it serves to compensate for the linguistic lack. In addition, these strategies are also called interlingual strategies because they involve a transfer from L1 to L2. They are questions three and four. The third question (Item 3) seeks to know if students translate word for word expressions, idioms and so on from the native language into the target one. This item is explained by the example of: it rains animals for it rains cats and dogs. It is added for the purpose of being sure that the item will be understood by the student. Moreover, the item refers to literal translation. Item 4 seeks to know whether students utilize a phrase or a word by morphologically or phonologically adjusting it to an L2 word. This item is explained by an example which is a word with a native language pronunciation.

The items coming after are part of achievement strategies but called intralingual strategies because they involve only the L2. Those start from Item five to item ten. (Item 5) seeks an answer whether they employ an L2 word which is semantically in common with the target lexical item, and it is explained by employing ship for sailboat. This is named approximation or generalization strategy.

Item 6 is about whether students create a non existing L2 word based on a supposed rule (e.g. vegetarianist for vegetarian). This item refers to word coinage strategy. Item 7 is asked to know if students tend to describe or exemplify a word when they cannot find the appropriate target language word. An example is added to clarify things for instance, if a student does not remember to say bathroom, he will say the place where we take shower. This strategy is called circumlocution. Item 8 seeks to know whether the students use an empty lexical item where specific words are lacking. It is also explained by the overuse of do, thing, make, stuff). It is the use of all purpose word strategy. Item 9 seeks if they abandon the message they were talking about and setup a new speech when the original one fails. This strategy is called self repair or restricting strategy. Item 10 seeks if the student asks the person, to whom he speaks for help either directly, by simply asking how we call it; or indirectly by using intonation and eye contact. This last strategy is named appeal for assistance.

Chapter four: Results and Discussion

In the present chapter, we present the main findings of both of the qualitative and the quantitative data which were used. First, the observation obtained from the classroom is summarized and analyzed. It is presented in a table where we have described and commented the five items. Then, the questionnaire is analyzed and interpreted according to the data obtained. It is also, presented in tables using frequencies and percentages.

Section one: Analysis and interpretations of the results

I. The Observation

Table 02: Results of the Observation

Item	Observation	Description and comments
Do students give examples when they communicate as a way of hiding their Vocabulary gap?	The teacher asked the students: Do anybody knows what is meant by neologism? the lesson was about Foregrounding and student A answered Voluntary the question.	Student A responded as follows: Neologism is to create new words. For example, “ the Jollyrodgered See”. It is composed of Jolly which is a noun, and Rodger the second noun. In addition to the final Suffix “ed”. Thus, this is a new word. He added It is a kind of lexical deviation.
2. Do students reformulate their sayings using other words?	Students reformulate what They have said when they feel that their utterance was not well expressed.	Student B replied that “Deviation” means a deviation from the norms. I mean when the writer wants to make his language beautiful and Creative. This is what is meant by deviation.
3. Do students mime, imitate, Or use body gestures when they communicate?	While the teacher was explaining the lesson to his students, he counted three types of deviations which are the constituents of foregrounding.	Student C listed: external, grammatical, semantic deviations but he has forgotten philosophical ideas. In this case the student started to smile and touch his cloths until he has got the word philosophical ideas.
4. Do students use filers	We have noticed that our	The teacher asked: what are the

such as “Um” to gain time to think while speaking?	students tend to say the filler ‘Um’ a lot when they convey their idea as a trick to gain time to think.	elements that constitute foregrounding? Student C answered: Parallelism, um...um... he was trying to remember the other constituents, and finally added um...uh...repetition.
5. Do students use previously stocked phrases when they communicate?	We have noticed that the expression “as well” is utilized by our students after being exposed to it several times from their teacher.	Students employ phrases grasped from previous lessons as well as utterances produced by the teacher.

From the table 02 above, we notice from the content presented in item 1 that when the teacher asked what is meant by neologism, the student gave an example. This strategy of exemplification might aim at allowing the student to explain more and simplify his answer first, and to take profit in order to think about appropriate expressions which may help him to transmit the message he really wants to convey. Thus, the speaker proves understanding.

From item 2, we observe that our participant reformulate their utterances like in student B: “I mean when the writer wants to make his language beautiful and creative”. In this case the student might use restructuring strategy to gain time, and find the exact word he searches to utilize when he converses. He might also clarify more and explain his message.

From item 3, we notice that our students mime, and use body gestures when they try to remember something forgotten. Thus, they touch their body and smile as student C have done in order to remember the phrase “philosophical ideas”. This is called non verbal strategies. Therefore, the speaker does not say anything while he thinks about what to say.

From item 4, we can say that students utilize fillers such as “Um”, “Er” as a trick to remember exactly the word they need to employ or search for an alternative one meanwhile communication.

From item 5, we notice that students rely on previously heard utterances or stocked phrases, sentences, or words. Thus, most of students’ words are gotten from either the repertoire of their teacher, peers, classmates, or others. This strategy is called prefabricated patterns, and they are useful to fill and hide the gap while the speaker communicates. However, if the speaker forgets the already memorized sentences, he might take the risk of keeping silent during communication.

The observation conducted in the classroom revealed that master II students at the University of Bejaia use time gaining strategies just to produce their ideas and not to overcome communication disruptions. The results obtained from the observation are not reliable if compared to our hypothesis because the strategies discovered in the classroom are part of production strategies which are considered by researchers such as Faerch and Kasper (1983- cited in Zoltan and Mary 1997:179), as temporal variables to gain time to think about a given utterance rather than strategic devices which are solutions to solve problems caused by the speakers' limited linguistic resources. They serve to gain time to think and not to overcome communication disruptions. These strategies are: Exemplification, restructuring, non verbal strategies such as mime, time gaining strategies, and the pre-fabricated patterns that are the already existing and memorized words in the speakers' memory.

II. The Questionnaire

The content of the questionnaire comprises two parts. The first one includes general questions such as age. The second contains specific questions addressed directly to students.

The item in general questions is Age.

II.1. Age

Table 03: Learners' Age

Age	Number	Percentage
From 24 to 26	67	47.44%
From 27 to 28	23	25.55%

We notice from table 03 that students' age varies from 24 to 28 years old. However, most of them are between 24 and 26 years old (47.44%), and only (25.55%) are between 27 to 28 years old. Additionally, at this age Bejaia master 2 students of English are very enthusiastic to speak the English language and to show the possible competencies they processes, as a way of competing each others, especially girls. They always try to protect one's self image through providing their best either for teachers or for the other classmates in order to leave a personal touch. Also, at this age most of the Bejaia master 2 students care about their future career since the majority of them will be future teachers.

III. Specific Questions Asked to Students

Item 01: You stop in mid-utterance and you abandon your message because of language difficulties.

Table 04: Students' Message Abandonment Strategy

Options	Number	Percentage
Always	04	4.44%
Often	05	5.56%
Sometimes	65	72.22%
Seldom	06	6.67%
Never	10	11.11%
Total	90	100%

The table 04 shows that 72.22% of the participants prefer sometimes to stop speaking and abandon the message they are trying to convey while they encounter difficulties in the target language, whereas 11.11% of them never employ this strategy and 6.66% seldom use this type of strategy or not. 5.55% of the participants use it often. However, only 4.44 of them utilize it always.

From the results, we understand that most of the questioned students' employ the message abandonment strategy once they have problems to continue speaking which is, maybe, due to vocabulary lack. Moreover, students do not search for ways to communicate and choose to abandon the message totally because they are not aware about the use and even the existence of the communication strategies which are useful to compensate for the crisis which occurs during the communication process. Furthermore, students' choice for keeping silence can be due to their limited linguistic resources. Thus, they abandon speaking. The second reason can be students' carelessness to acquire strategies for vocabulary learning. Thus, this idea is similar to the obtained by Huang (2010). That is, motivation is the key success for students to enhance their new language skills for the purpose of building their communicative competence both within and outside the classroom.

Item 02: You avoid discussions about topics or concepts because of language difficulties.

Table 05: Students' Topic Avoidance Strategy

Options	Number	Percentage
Always	04	4.44%
Often	15	16.66%
Sometimes	32	35.56%
Seldom	05	5.56%
Never	34	37.78%
Total	90	100%

It is obvious from the table 05 that most of the informants 37.78% never avoid speaking about topics in which they have a lack of vocabulary. However, 35.65% of them sometimes employ the avoidance of the topic while speaking as a problem solving technique to overcome limitations in linguistic resources. Moreover, 16.66% of the respondent, often tend to overcome their linguistic gaps by totally avoiding discussions. Besides, 5.56% of the questioned students sometimes bring into play topic avoidance strategy and only 4.44% of them tend to use the above mentioned strategy.

Thus, it is clear from the results that some students of English Master II students never avoid speaking about topics in which they have limited vocabulary. These students can be using communication strategies consciously once they encounter difficulties in speaking even though they are not aware about the categories and the types in which it emerges. Thus, their main goal is to carry on speaking with a nonstop. However, the majority of the students tend to avoid speaking about topics in which the reason may be the results which are the mantel prepared thoughts that reside in students' minds. In the stream of the same idea, students knows that there will be breakdowns and that they will effort fully struggle to keep the channel of communication open when they begin to speak in English. Thus, they chose to avoid speaking about specific topics in which they have limited resources.

Item 03: You translate word for word expressions, idioms from the native language into the target one. (E.g. it rains animals for it is raining cats and dogs).

Table 06: Students' Literal Translation Strategy

Options	Number	Percentage
Always	08	5.56%
Often	09	13.33%
Sometimes	26	38.89%
Seldom	10	8.89%
Never	37	33.33%
Total	90	100%

Reading the results presented in table 06 above shows that 38.89% of the respondents sometimes employ literal translation strategy as a solution to get rid of language difficulties encountered when trying to communicate in the target language lexicon. However, 33.33% of them never tend to use this kind of communication strategy. Moreover, 13.33% of the students' response to the questionnaire opted to put a tick to the often frequency of using this type of strategy. Besides, 8.89% of them seldom employ literal translation strategy as a solution to overcome communication disruptions; but, only 5.56% of the students always use the above mentioned strategy.

It is obvious from table 06 that the majority of the questioned students tend to employ the literal translation strategy which is a word for word translation from L2 to L1 as a trick to hide the gaps occurring during a process of communication. This point adds emphases on faerch and kaspers' (1983) definition of communication strategies by stating that they are considered to be as conscious plans set up by the learner in order to overcome limitations in communication.

Item 04: You utilize a phrase or a word by morphologically or phonologically adjusting it to an L2 word. (a word with a native language pronunciation).

Table 07: Students' Foreignizing Strategy

Options	Numbers	Percentage
Always	05	5.56%
Often	12	13.33%
Sometimes	35	38.89%
Seldom	08	8.89%
Never	30	33.33%
Total	90	100%

According to table 07, most of the students tend to employ the Foreignizing strategy 38.89% which represents the frequency of sometimes above. However, 33.33% of the respondents never employ this strategy. However, 13.33% often add suffixes or pronounce words using the L2 in order to keep communication going and only 8.89% of the students seldom use the Foreignizing strategy. In addition to that, 5.56% always add non existing constituents to the words they use.

Furthermore, the majority of the respondents come to use the Foreignizing strategy technique purposefully and the reason could be for the sake of overcoming the crisis that occurs when communicating in English. Students employment for the given above strategy could be as way of proving that they can manage to speak in English and that they master the sociolinguistic as well as the strategic competence. Therefore, the use of this verbal tactic might be to overcome communication disruptions (Canal & swain 1980-cited in brown 2000: 247).

Item 05: You employ an L2 word which is semantically in common with the target lexical item (e. g. Ship for sailboat).

Table 08: Students Message Approximation Strategy

Options	Numbers	Percentage
Always	07	7.78%
Often	14	15.56%
Sometimes	39	43.33%
Seldom	17	18.89%
Never	13	14.44%
Total	90	100%

We can notice from the answers to item “05” that a considerable number of the participants (43.33%) sometimes come to use message approximation strategy when they face disruptions in communication. However, 18.89% of them seem to seldom apply it. Besides, 15.56% of the answers are given to the often frequency. In contrast, 14.44% of the respondents never try such a strategy. Finally, 7.78% of the answers always adopt the above strategy of the item number 05.

Additionally, we conclude that approximately most of the participants employ approximation strategy as a tool to come nearer the appropriate word they wanted to convey to the listener. Besides, it seems to be a good sign to find out that our students are willing to communicate in English no matter the technique is, but their main goal is the fact of achieving and transmitting the message being communicated. However, the issue of learning words in the wrong way might cause another problem namely inappropriate use of vocabulary.

Item 06: You create a non existing L2 word based on a supposed rule (e.g. Vegetarianist for vegetarian).

Table 09: Students’ Word Coinage Strategy

Options	Numbers	Percentage
Always	05	5.56%
Often	10	11.11%
Sometimes	27	30%
Seldom	07	7.78%
Never	41	45.55%
Total	90	100%.

What we can notice from table 09 is that 45.55% of the participants never use word coinage strategy. However, 30% of them sometimes tend to apply word coinage strategy as a solution to carry on communication going and climb a step further so as to overcome the lack of vocabulary which in turn hampers students’ communication. In addition, 11.11% of the respondents often use such a strategy. In contrast, 7.78% of them seldom apply word coinage problem solving technique and only 5.56% of the students add the above mentioned strategy.

Moreover, word coinage is not much used by our participants and this could be related to their motivation to acquire a language. Also, they might be aware about the complexity of learning a foreign language and that inventing words is not at all helpful for the accomplishment of acquiring

any given language. Additionally, coining word and make them into use might be considered as an error of oral production because they do not exist.

Item 07: You describe or exemplify a word because you cannot find the appropriate target language word (e.g. the place where we take shower for bathroom).

Table 10: Students' Circumlocution Strategy

Options	Numbers	Percentage
Always	17	18.89%
Often	26	28.89%
Sometimes	38	42.22%
Seldom	05	5.56%
Never	04	4.44%
Total	90	100%

Table 10 above shows that 42.22% of the participants sometimes try to describe or explain a given subject they are talking about instead of keeping silence or totally abandon the message wanted to be transmitted due lack of knowledge in the target language. Besides, 28.89% of them often include such a strategy while communicating and 18.89% of the respondent always cause into act the present strategy. However, 5.56% to the item number 07 seldom encounter such a strategy when they speak and only 4.44% of the answers never utilize the circumlocution strategy.

Furthermore, more than the half of the participants responded that they utilize circumlocution or turning around a word, or sentence, or even an idiom so that the hearer may understand the topic communicated. This strategy might be useful and meaningful at the same time because by giving explanation from the part of the speaker demonstrate a grasp as well a full understanding of what has been communicated. Additionally, when the speaker uses the circumlocution strategy he employs synonyms, antonyms, and other lexical constituents of a sentence. Therefore, this strategy might help students to acquire vocabulary. Furthermore, learning new words is not enough if it is not followed with a regular reviewing. (Oxford: 1990). Therefore, circumlocution strategy might help in some way to remember a variety of words because a word which is not in use will soon be forgotten.

Item 08: You use an empty lexical item where specific words are lacking (e.g. the over use of do, thing, make, stuff).

Table 11: Students' Use of all Purpose Words

Options	Numbers	Percentage
Always	07	7.78%
Often	27	30%
Sometimes	32	35.55%
Seldom	07	7.78%
Never	17	18.89%
Total	90	100%

Table 11 above indicates that 35.55% of the participants employ the all purpose word strategy as a trick to overcome the breakdowns they encounter during a production of an utterance. Additionally, 30% of them often utilize the above mentioned strategy. However, 18.89% of the respondent never employ the all purpose word strategy. Moreover, both of always and seldom frequencies are equal in the obtained percentage for students' overuse of specific words such as (thing) where lexical items are lacking.

From the results obtained, we might conclude that more than half of the participants try all the possible ways to keep communication going. This conclusion might comprise a heavy hint that indicates higher motivation and eagerness to speak English. Additionally, the use of all purpose words might be helpful in succeeding to send the message across to the hearer and fulfill the intended foal which is communication.

Item 09: You abandon the message you are talking about and set up a new speech because the original one fails.

Table 12: Students' Self Repair Strategy

Option	Numbers	Percentage
Always	14	15.56%
Often	13	14.44%
Sometimes	32	35.56%
Seldom	12	13.33%
Never	19	21.11%
Total	90	100%

From table 12, we notice that 35.56% of the respondents come to use self repair strategy. However, 21.11% of them never employ this strategy. 15.56% of the students always utilize the present strategy. Additionally, 14.44% of the participants often include this strategy when speak in English. Finally, 13.33% of them seldom employ self repair strategy.

Almost all the participants set up another plan or try to express their thoughts in another way when the first one fails. This means that the speaker gives up the sentence or the word he started to say in the first glance once they are faced with linguistic problems, but starts another phrase or utterance by using totally different linguistic resources. This strategy shows again students eagerness to speak English as well as their struggle to convey their messages through the different means they find available. Additionally, this higher desire to speak English despite the gaps or the lacks students encounter when they communicate might draw a way to their fluency.

Item 10: You ask the interlocutor for help either directly (e.g. what do you call..) or (e.g. rising intonation, pauses ,eye contact).

Table 13: Students’ Appealing for Assistance Strategy

Options	Numbers	Percentage
Always	23	25.56%
Often	18	20%
Sometimes	40	44.44%
Seldom	03	3.33%
Never	06	6.67%
Total	90	100%

From table 13, we can notice through the answers provided by our participants that 44.44% sometimes use appealing for help strategy. Additionally, 25.56% of them always employ it and 20% of the students often utilize the above mentioned strategy. However, only 6.67% and 3.33% of them exclude this strategy from their usage. The former, never employ it and the later seldom utilize it.

According to the results shown in table 13, we conclude that the majority of our participants ask for the interlocutors’ help either directly by simply asking him how a given word is called in the target language which is English, or indirectly by rising intonation, making pauses or eye contact. Accordingly, the obtained results over mentions students’ efforts and willingness to communicate whatever the barriers they come cross. We might also interpret students’ attempts to

convey their intended meanings into different reasons. First, it might be as a way of acquiring the English language, and speak without breakdowns while communicating.

IV. Conclusion

In this chapter, we have presented the results of the present study which revealed that EFL learners of Master II Didactics students at the University of Bejaia struggle to communicate in English. Moreover, students suffer a lot from breakdowns in communication which is due to their lack of vocabulary.

The findings obtained from the observation revealed that exemplification which is the fact of giving examples by the speaker; restructuring referring to students reformulation of what they said; non verbal strategies like mime, body language; time gaining strategies such as the fillers that students employ in order to gain time to think while speaking, and the prefabricated patterns which are the previously stocked sentences and words in the speakers' memory are meant to be part of production strategies and not communication strategies because we were in an ordinary classroom. If we have observed an oral session where students are exposed to speaking and express their ideas for longer periods of time, the results might be different from the present ones. In addition, production strategies are also part of communication strategies, however, they serve just to gain time to think about the appropriate utterance and not to negotiate meanings.

The type of communication strategies that master II Bejaia university student's employ are: circumlocution at first and it is the most used strategy. Then, appeal for assistance, message abandonment, approximation of the message and the use of all purpose words, self repair strategy, literal translation, topic avoidance, and Foreignizing. However, the word coinage strategy is the least employed by our participants.

Section Two: Limitations, Implications and Suggestions for further research

The present section is devoted to the limitations of the study and the possible implications; then, it is concluded with suggestions for further research.

I. Limitations of the Study

Throughout the present study, we have encountered many constraints which affected, to some extent, its completion in the right way. First, the dependent variable which is vocabulary gap is in itself difficult to understand because few studies have been interested in the field of adults' oral

gap. Second, many students refused to fill in the questionnaire and only a minority of them who did, and this of course can affect the generalization of the results as well as the reliability of the tool. Third, the strike was a major hampering factor which impinges us to do interview as a third instrument of data collection. Moreover, it limited our time and we have done our thesis in hurry. Fourth, classroom observation should be accomplished in an oral session and not in an ordinary teaching class. Thus, this could hamper at some extent the type of communication strategies we have revealed. Finally, because of time constraints, we could not reach the sixty pages.

II. Implications of the study

As far as our research is concerned, we therefore present these pivotal implications to be applied by EFL Master II students in their Classroom:

1. Make students aware about the importance of communication strategies. Teachers need to help their students and raise awareness among them about the strategies they should employ in communication in order to improve their speaking skills. Thus, this can be done through teaching them the different strategies and advice them to use these strategies while communicating.

2. Students should reduce their use of all of the approximation, word coinage, literal translation and Foreignizing strategies. They should recognize that the overuse of these strategies might cause problems in communication as they will get the habit to rely on them, and this might hinder their ability to speak effectively in English.

3. Students should have confidence and motivation to speak English inside and outside the classroom. It is advisable for students to have self-confidence and eagerness to speak English inside and outside the classroom as well as the use of a variety of communication strategies. Thus, the awareness of using communication strategies contributes to the flow of communication. This could also help them in their professional life and develop higher self-esteem while speaking.

4. Teachers should provide students with positive feedback. Many students do not venture to speak in English because of the fear of being humiliated in front of their teachers and classmates. Accordingly, teachers have to encourage them to speak through providing positive feedback.

III. Suggestions for Further Research

In the present study, we have tried to expose crucial concepts related to both of communication strategies and vocabulary gap; but, as we have stated above, many elements have not been mentioned. Thus, the following suggestions are addressed to future researchers who might be interested to further investigate about our topic:

To start with, it would be useful to investigate the use of communication strategies by young children since they are often confronted with communication gap.

In addition, since we did not do interview; thus, it would be better for future researchers to use it and record the interviewees' speech using a recorder.

Furthermore, we suggest the investigation of students' written vocabulary gaps because most of them find difficulties to express themselves using the appropriate word in its context.

Finally, it would be very interesting to probe deeply the gender differences in the use of communication strategies as we did not tackle this area in details.

To sum up, in the present study, we limited ourselves to Faerch and Kasper; hence, it is advisable for future researchers to include other strategies which we did not mention.

General Conclusion

In the present study, we have investigated EFL learners' communication strategies to overcome oral vocabulary gap, the case of Master II Didactics students, at the Department of English, University of Bejaia. It is based on the hypothesis that the population under study is likely to confront oral communication problems which are the gap while speaking if they employ communication strategies.

This study aims at shedding light on the importance of communicating in English as a foreign language between Master II students. Besides, our aim is to reveal the types of communication strategies that those students employ in order to overcome the crisis which occurs during communication. Moreover, it seeks to find out types of strategies that might help to increase spontaneity speaking among our English students. Thus, to reduce the gap and the breakdowns of our students that hinders them from keeping the channel of communication open.

The data collection from the present population is relied on the use of two tools which are the observation and the questionnaire. In one hand, the observation is conducted on a classroom of 26 Master II didactic students in a module of literature. The purpose was to observe their behaviour when they compensate for their linguistic gap. On the other hand, the questionnaire is aimed at revealing the type of communication strategies which Master II didactic students utilize in order to overcome communication disruptions.

We have divided this study into four chapters. The first chapter is entitled "theoretical background" which consists of two sections. Section one presents an overview of communication strategies while section two is a theoretical perspective on students' spoken vocabulary gap. We have introduced the main theoretical concepts related to the two variables. In the second chapter, we have reviewed the important studies. The purpose of this chapter is to list the different related studies, to locate and point out the present study in the literature. In other words, it aims at highlighting its contribution. For the third chapter, we have exposed to the description of the tools which were used as well as a detailed analyses and a variety of interpretations. The last chapter is devoted to present the findings of the study, and to include limitations. Moreover, some pedagogical implications and recommendations for further research had been suggested. This chapter ends with a general conclusion.

The results in the present study showed that Master II didactic students struggle from communication breakdowns when they use the English language which is due to students' lack of vocabulary. This could be seen through students' use of communication strategies. The results obtained from the questionnaire revealed that Circumlocution was the most strategy employed and word coinage was the least used by Bejaia Master II University students. Moreover, the findings demonstrated that our participants use a lot the Circumlocution strategy. Then, appeal for assistance as a return to the interlocutors' help. After that, we have message abandonment and approximation of the message. These two strategies are classified the third type from students classification of communication strategies. Besides, students also utilize a lot the all purpose word strategy. Furthermore, students employ self repair strategy, literal translation, topic avoidance, Foreignizing and lastly word coinage respectively. The results obtained from the observation let us recognize that the strategies that students employ in an oral session are different from the ones they employ in an ordinary classroom where the approach is teacher centered like the case of our observation (module of stylistics and lesson of foregrounding). Thus, students are given short amount of time to speak. In other words, students either answer a question being asked by the teacher or ask for what they have not understood. Therefore, the five strategies revealed during the observation which are: exemplification, restructuring, non verbal strategies, time gaining strategies, and the use of the prefabricated patterns are part of production strategies and not communication strategies because the aim of production strategies is to gain time to think before students communicate. However, communication strategies' aim is to overcome communication disruptions which are due to the lack of the linguistic resources.

Finally, as a suggestion, students might develop spontaneity speaking in English and reduce their vocabulary gap by applying different strategies of vocabulary acquisition.

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Appendices

Appendix: 01

Observation Grid

Session :.....	Time :.....	Date :.....
Class :.....	N° of students :.....	Attendance :
Observer :.....		

For each item, we write what has been observed and describe the way the students speak and behave in the classroom. Then, the observer needs to describe and identify the type of communication strategies students employ and write down any unexpected gesture.

Item	Observation	Description and comments
Do students give examples when they communicate as way of hiding their vocabulary gap?		
Do students reformulate their sayings in other words?		
Do students mime, imitate or use body gestures when they communicate?		
Do students use fillers such as “Um” to gain time to think while speaking?		
Do students use previously stocked phrases when they communicate?		

Appendix: 02

Questionnaire

Dear Respondent,

This questionnaire is part of a research project on the use of communication strategies among EFL students at Bejaia University. It is purely for scientific purposes; thus, please spare some time to answer the questions as carefully as possible. The information will be used only for this research project.

Your Collaboration is highly appreciated.

The Researcher

Part A: General information

1. Gender:

2. Age:

3. Number of Years of Learning English:

Part B: Would you put a tick (✓) in the right answer

<i>Communication Strategies</i>	<i>Frequency</i>				
	<i>Always</i>	<i>Often</i>	<i>Sometim</i>	<i>Seldom</i>	<i>Never</i>
1. You stop in mid-utterance and you abandon your message because of language difficulties.					
2. You avoid discussions about topics or concepts because of language difficulties.					
3. You translate word for word expressions, idioms from the native language into the target one. E.g. it rains animals for it is raining cats and dogs					
4. You utilize a phrase or a word by morphologically or phonologically adjusting it to an L2 word (a word with a native language pronunciation).					
5. You employ an L2 word which is semantically in common with the target lexical item (e.g. ship for sailboat).					
6. You create a non existing L2 word based on a supposed rule (e.g. vegetarianist for vegetarian).					
7. You describe or exemplify a word because you cannot find the appropriate target language word (e.g. the place where we take shower for bath room).					
8. You use an empty lexical item where specific words are lacking (e.g. the over use of do, thing, make, stuff).					
9. You abandon the message you are talking about and set up a new speech because the original one fails.					
10. You ask the interlocutor for help either directly (e.g. what do you call...) or indirectly (e.g. rising intonation, pauses eye contact).					

