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COMMUNICATIVE STRATEGIES

INTRODUCTION

Why do we need to learn a second/foreign language? Is there any specific reason? Everybody has different reasons but for most of them, the main goal is to communicate as we send and receive messages through communication which can be both oral and written. So what is communication? As Yılmaz (2011, p.7) indicated communication in general terms is "senders' delivering his/her message to the receiver by the help of a relevant channel". That is, two partners are in needed in order to communicate: sender and receiver. According to Heringer (in Yücel 2011, p. 25), there are three characteristics of communication:

1. In order to communicate, two partners are needed. One of them is producing actively, the other is passively accepts what is delivered or understands in a different way. It is possible for these roles to be changed during this procedure.
2. We use indicators in communication. However, we are we do not notice them as indicators as we are accustomed to them. It is necessary to approach words in a systematic logic in order to perceive them as indicators.
3. Indicators have meanings. The underlying joke of the indicators are because of their usage. In communication, instead of using the objects themselves, their representatives are used.

During this communication, as not everybody is native speakers or native-like speakers of the target language, people can need some communication strategies in order to avoid misunderstanding. Because there is no perfect speaker or writer. When second language learners are engaged in communication, they find it difficult to express their communicative intentions, because of gaps in their linguistic competence. If a learner is able to predict such a problem, he may avoid communicating or modify what he intended to say with the fear of being ridiculous. If he faces a problem while he is speaking, he must try to find an alternative way of getting the meaning across. No matter which case it is, learner's way of overcoming the

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problem is what researchers call his "Communicative Strategy (CS)". So what is "Communicative Strategy"?

By the late 1960s, the Contrastive Analysis Hypothesis stressed the interfering effects of the first language on Second Language Learning and claimed that second language learning is primarily, a process of acquiring whatever items are different from the first language. In recent years, teachers and researchers have understood that second language learning is a creative process of constructing a system in which the learner is consciously testing hypothesis about the target language itself, knowledge about the communicative function of language etc. The learner has his own system of language, his own constructs to overcome the problems he faces.

History of Communicative Strategies

In the 1970s, researchers like Selinker, Savignon and Tarone (in Dörnyei & Scott, 1997) created a new era of second language research and teaching, by their terms. Selinker talked about communicative strategies in his paper "inter-language" but not in detail. He explained Communication Strategies as a by-product of the learners' attempt in which s/he aimed to express meaning in speech spontaneously and they had limited target language. Following his paper, Savignon focused on Communicative Strategies by saying that "Coping Strategies" as they were used to overcome a problem. Later on, Tarone and her colleagues, Cohen and Dumas (1976) gave the first definition of "Communicative Strategies" and offered taxonomy. They proved that certain language strategies associated with production apply to comprehension of language as well. For example, the learner can systematically overgeneralize the meaning of words or alter target language input. They also named those certain strategies as communication strategies as these strategies are an attempt of the learner to express themselves in the target language. Here Tarone and her colleagues refer only to the learner but it is quite clear that those strategies have been used by all language users who adopt strategies to decode meaning. It is clear that these strategies may be more evident when the speaker is not a native speaker because target language system has not been completed. Of course, strategies used by speakers depend upon their cooperative listeners. What we are going to express and how we set about the situation depend on not only our linguistic knowledge but also our current assessment of our interlocutor's linguistic competence and his knowledge of the universe of discourse.

Definition of Communicative Strategies

 Communicative Strategies can be described as systematic attempts to express meaning in the target language in which both the form (the surface structure) of language and function (the intended purpose of the utterances) of language are very crucial. In order to communicate in the target language, the learner should see the communication as a whole, perceive the cognitive, affective and linguistic set of the hearer, personally organize his intended meaning, then draw upon his/her existing structures s/he has to affect that communication. Of course, the product, the final version may vary from learner to learner as a result of organization and storage of the material. How s/he recalls the necessary item is another factor. Sometimes a communication strategy will enable the learner to fill in some gaps where he is uncertain of the correct or appropriate linguistic form.

According to Tarone (in Wei, 2011, p. 13) communicative strategies are defined "as mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared. As Wei (2011) stated, it is to responsibility of

both the speaker and the hearer to have a successful communication. If they are aware of the fact that there is a problem in understanding each other, they will start to use a number of strategies like paraphrase, transfer, avoidance, and others. Brown (in Wei, 2011, p. 13) indicated that communicative strategy is "actually the process of inter-lingual transfer and the context of learning as a learner tries to get a message through to a hearer or reader". What happens if there is no linguistic forms available at the time of communication? Then it is time for communicative strategies to be on the stage. Wei stated that (2011, p. 13) " Brown's definition of communicative strategy can help us to reflect what strategies have been used by a speaker through the analysis of errors". Færch and Kasper (in Wei, 2011, p. 13) has a different point of view which defines communicative strategy as "potential conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal". According to their definition, if there is a problem in conveying the meaning, in order to solve the problem in communication, there are two possible strategies: avoidance strategies and achievement strategies.

Classification of Communicative Strategies

Putri (2013, p. 130-131) presented a table about the taxonomy which was proposed by Bialystok (1990) and adapted from Varadi (1973), Tarone (1977), and Faerch and Kasper (1983).

Communication Strategies	Strategies	Explanation of Strategy
A. Avoidance or Reduction Strategies	a. Message abandonment	leaving a message unfinished because of linguistic difficulties
	b. Topic avoidance	avoiding topic areas or concepts which pose linguistic difficulties
B. Achievement or Compensatory Strategies	a. Circumlocution	Describing or exemplifying the target object or action (e.g., the thing you open doors with for describing keys)
	b. Approximation	Using an alternative terms which expresses the meaning of target lexical items as closely as possible (e.g., ship for describing sail boat)
	c. Use of all-purpose words	Extending a general empty lexical item to contexts where specific words are lacking (e.g., overuse of thing)
	d. word-coinage	Creating non-existing L2 word based on a supposed rule (e.g., paintist for painter)
	e. Use of non-linguistic means	Mime, gestures, facial expressions
	f. Literal translation	Translating literally a lexical item an idiom, a compound word or structure from L1 to

		L2
	g. Foreignizing	Using a L1 word by adjusting it to L2 phonologically (e.g., adding a L2 suffix)
	h. Code switching	Using a L1 word with L1 pronunciation
	i. Appeal for help	Turning to the conversation partner for help directly or indirectly
C. Stalling or time gaining strategies	a. Use of fillers/hesitation devices	Using filling words or gambits to fill in pauses and to gain time to think (e.g., now, let me see…)

It is clear from the table that different people had different strategies for communication; however, although they seem similar to each other, they have different meanings. In addition, the uses of those strategies above are also varied from one another. Putri also claims that :

> only some strategies are used frequently by some people to overcome the problem they are dealing with during the process of communication. People often use gestures or miming, code switching, and fillers/hesitation to fill the gap that occur when they try to convey the meaning they intended. It is better for the teacher to raise their learners' awareness about different kinds of taxonomy of communication strategies from different scholars and let them practice so that they have enough knowledge to overcome problems of communication in real life situations (2013, p. 131).

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CONCLUSION

For most people, the main goal of learning a foreign language is to be able to communicate effectively in Foreign Language Learning. This has turned into an important point both for foreign language learners and teachers as these strategies have an impact on correct communication This paper has provided the history of communicative strategies, definition of communicative strategies and classification of communicative strategies. There are many topics that can be studied like factors that affect the use of communicative strategies such as learner's personality, learner's level of language proficiency, etc. and the teachablity of these strategies.

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