Teachers' communication strategies in ESL/EFL Pakistani classrooms at intermediate level

Afzal Khan [1, *], Ayesha Sohail [2]

[1]Department of English, University of Azad Jammu & Kashmir, Muzaffarabad, Pakistan
[2]Faculty of Arts, University of Azad Jammu & Kashmir, Muzaffarabad, Pakistan

Abstract: This study aims to investigate teachers' communication strategies in ESL/EFL classrooms, at intermediate level, in different settings in Pakistan. The important aspects of CSs' include the adjustments of the interlocutors, in their interaction to facilitate the discourse. Mixed method design was used for the study to investigate, firstly; the frequency and type of CSs', and their relationship based on teaching institutions, and language background, across teachers and groups; secondly; the frequency and type of CSs, in regard to the focus of teachers' interaction. Twelve non-native participants-teachers, participated in the study from four different instructional settings. The data mounted to 36 recordings, 3 recordings from each teacher, from 3 lessons. No significant differences were revealed between the teachers; the only differences detected were based on tasks. However, the microanalysis based on the representative samples of 4 teachers, demonstrated a relationship between the use of CSs', and the focus of talk in classroom discourse. The implications of the findings are: first, teachers' communication strategies play a central role in classroom discourse; second, 'meaning negotiation' and 'lexical-compensatory' strategies both contribute immensely to the construct; third, the use of CSs' are important for teachers in communication; fourth, CSs are used with significantly different functions and frequencies; and finally, teachers' communication strategies are influenced by the type of interaction either focused on topic or activity.

Key words: *Teachers; Communication; Strategies; ESL/EFL classrooms*

1. Introduction

The idea of Communication Strategies in context of second/foreign language (CSs) was initially discussed by scholars in the 1970s when Selinker used the term in his article that appeared in 1972 on Inter-language communication (Karpati, 2017). Usually, communication strategies have been explained as an end that the L2 speakers incorporate in order to manage the problems or failures in classroom conversation when the interlocutors face discrepancy among their available linguistic knowledge and fail to achieve the intended communication. Scholars believed that these communication strategies consisted of an organized linguistic occurrence. If one could take some portion of unintended L2 spoken speech and examine it, it often appears that the speaker has used communication strategies to manage the current linguistics gap of information. Everyday linguistic speech is packed with these forms of struggles and efforts.

Tarone (1980) defines communication strategies as 'mutual attempts of two interlocutors to agree on meaning in situations where requisite meaning structures do not seem to be shared.' She suggests that communication strategies be defined as "bridges" in the gap of linguistic knowledge mainly by target language interlocutors and L2 learner. The following are some of the definitions given by scholars regarding communication strategies.

Learners' attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors (Tarone, 1981);

To say something is often just as important as to say what you would actually like to say (Corder, 1983).

Communication strategies, i.e., techniques of coping with difficulties in communicating in an imperfectly known second language (Stern, 1983);

The functional aspects of teachers' discourse in pedagogic interpretation include explanation, command, and instruction. These features of the teachers in classroom communication have captured the attention of the researchers because they have a greater impact on the comprehension of the learners and finally affect the acquisition process in the EFL/ESL context.

1.1. Types of communication strategies

Yule and Tarone's (1991) framework of interactional modification postulates strong association between input and output comprehension and learning. Focusing the input to the learner, either the output of the learner is considered important by acquiring the input in comprehension or ignored as unnecessary.

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* Corresponding Author.

The identification of different communication strategies in the current study is based on looking into the function in meaning negotiation taking place in classroom discourse. The aim of the study is achievable by following the framework of communication strategies that help us to reveal the important initiation of both interlocutors in their discourse to reach a mutual understanding.

A. Lexical explication

a) Circumlocution: Circumlocution is a linguistic strategy use by the interlocutors, explaining the key semantic elements by employing the superordinate term in the target language or use simple description.

b) Approximation: Approximation is the use of a substitute word by the language users in communication that shares some semantic features of the intended item in the target language.

B. Code-switching: switching from one language to another than target language that is L2.

C. Mime: Using gestures to convey the intended concept in a clear way.

1.1.1. Meaning negotiation strategies

A. Clarification request: The use of different forms of expression to elicit clarification needed for the preceding statement.

B. Confirmation check: setting forward a part or the exact statement to see that the expression has properly conveyed, heard and understood or not.

C. Comprehension check: The use of certain expressions to elicit whether the addressee understood the preceding utterances or not.

D. Self-reformulation, self-repetition:

a) Self-reformulation: the simplification of the expression by way of reformulating the intended expression on his/her own to assist the recipient in their comprehension.

b) Self-repetition: The repetition of the exact utterance by oneself to provide ample time for the processing to be clearly understood by the recipient.

E. Other-reformulation, other-repetition:

a) Other-reformulation: the reformulation of the preceding utterances of the speaker to get it closer to the intended goal in discourse.

b) Other-repetition: Repetition of the previous utterances of the speaker either to show agreement or indicate a problem in communication.

1.2. Significance of communication strategies

Rabab, ah (2005) claims that the use of communication strategies lead the interlocutors to retrieve their forgotten vocabulary. Second, using communication strategies allow both interlocutors to carry on the message and avoid communication breakdown. Moreover, L2 learners can face communication challenges and achieve their goal when the teacher is well equipped to apply these strategies in classroom discourse.

For achieving the intended communication goal appealing for assistance, the use of communication strategies has a high probability of increasing the self-confidence of the teacher as well as give autonomy to the L2 learners.

1.3. Research aims

The study attempts to investigate Teachers' communication strategies in ESL/EFL Pakistani classrooms at an intermediate level. The previously reviewed literature revealed that little attention had been paid to the other side of the communication that is L2 teachers who consist of the advanced L2 proficiency level particularly in Khyber Pakhtunkhwa, Pakistan. The designed study focuses on exploring teachers' types of strategies, their forms, and functions in different institutions and different lessons in classroom discourse.

1.4. Rationale

Acquiring competence in ESL/EFL is an essential aspect for teachers to get involved in classroom discourse and create a conducive learning environment for the students. Classroom discourse underlies many subtleties and processes that raise serious questions such as, whether classroom interaction is a natural conversation or a replica based on institutional practices with unique features that move it away from the natural conversation.

Adjustment and mutual agreement of the negotiation are essential steps towards contribution in ESL/EFL classroom discourse. Moreover, it contributes to the available literature by the way input is made comprehensible in L2 teaching and learning in classroom interaction (Swain 1985; Krashen & Alatis, 1980; Long, 1983; Larsen-Freeman, 1979; Hatch, 1983).

2. Review of literature

All teachers are concerned in one way or other about the importance and development of communication strategies. The use of communication strategies directly affect a teacher's style and approach towards teaching in EFL/ESL classroom setting. Lewis (1952) Argues that the problems in education largely happen due to the issue of communication. Lewis claims that teachers 'seem working in peculiarly stringent isolation'. It results in miscommunication, and that finally becomes difficult to handle with failures and give way to unproductivity in students learning output.

2.1. The importance of communication strategies

Daly and Sharma (2018) conducted research by seven New Zeland teachers who participated in the study to support teachers in India who have no formal professional training and education by classroom observation and interviews. These seven

teachers were observed and interviewed in view of their use of communication strategies along with their Indian colleagues in classrooms during the teachers' support program. The data from the New Zeeland teachers' evidenced awareness of the complexities, affordances as well as limitations of translation in bi-lingual or multilingual classroom discourse, especially, when the language of communication is not their L1 during class instruction. The findings revealed that New Zealand teachers' employed a number of strategies that maximize communication such as comprehension checks, L1 based translations, code-switches, and paralinguistic cues while the Indian teachers used some of these strategies. The New Zealand teachers were proficient enough to incorporate a range of strategies to bridge the gap whenever lack of communication occurred.

Sukirlan (2014) investigated the effects of teaching on communication strategies, types of strategies as well as meaning negotiation by the students. The mixed method was used in which twenty-three students participated. The instrument used by the researcher included a vocabulary test by way of treatment and observation. A descriptive qualitative approach was incorporated to accurately depict the linguistic features and t-test employed in order to perfectly measure the level of comprehensibility. The findings revealed that teaching communication strategies explicitly or employing them implicitly enhanced the level of speech comprehension in classroom discourse. More importantly, the current findings demonstrated that breakdown or encountering a communication problem happened due to their linguistic inadequacy. The students resorted to employing different communication strategies to overcome their linguistics breakdown in their target language.

Yule and Tarone (1991) argue that when the communication between interlocutors especially in situations when the target language in discourse is not L1, the use of communication strategies and meaning negotiation become more pertinent for the individual to convey the intended message and reach a mutual understanding. Special attention is required to focus on lexical choices, gestures and para-linguistics devices in EFL/ESL classroom discourse in order to assist in the interpretation of the message (Kellerman & Bialystok, 1997).

2.2. Classification of communication strategies

Tarone (1977) made the first attempt to develop the framework of communication strategies upon which the subsequent research studies in the field of communication strategies are based. Tarone's five major categories include paraphrase, avoidance, and appeal for assistance, conscious transfer, and mime. The succeeding communication strategies presented by researchers introduced some organizing principles in order to make a distinction in their identification and distinction. Corder (1983) introduced the principles that L2 learners consist of

two types of behaviors. The first one refers to the adjustment of their message and the second is expanding the linguistic resources to avoid the breakdown in communication. These two strategies are also known as risk avoidance (adjustment) and risk running (expanding) strategies. The distinction drawn by Corder shows the fact that by expanding the available resources, the learner takes the risk-producing non-target item.

Faerch and Kasper's (1983) organizing principles pertaining to communication strategies are avoidance of the message (reduction) and the second one is an achievement (expansion). The reduction strategies are further divided into formal and functional. The expanding strategies refer to the available linguistic alternative resources of the learner also known as non-cooperative strategies or cooperative strategies when the learner appeals for assistance.

Varadi (1983) argues in favor of message adjustment in his organizing principles when using communication strategies. He divides message adjustment into two types. One is reduction and the second is the replacement of the message. Further, he divides them into two more types. Reduction to intentional (generalization) and extensional (approximation). Replacement is also further divided into approximation and paraphrase.

2.3. Communication strategies in view of psycholinguistics

The Nijmegen group divides communication categories into two main types that are 'conceptual', and 'code' strategies based on the perspectives of psycholinguistics (Poulisse, 1990; Keelrman, 1991). They further divided the 'conceptual into two more types 'analytic', and 'holistic'. They argue that the interlocutors have two options to adjust their message in a communication challenge - either to opt for the 'conceptual' and use their limited available linguistic knowledge or opt to use the 'codes'.

Kellerman and Bialystok (1997) make a distinction in the general operation of these processes by stating that communication strategies are called forth when the interlocutors foresee imbalances between the analysis of language representation and control processes due to the inaccessibility of required information.

2.4. The interactive aspects of communication strategies

There are two different angles that move the study of communication strategies in two opposite directions. Psycholinguistics emphasis the processes in the conceptualization of communication strategies, while the other put emphasis on the practical manifestation and usefulness in view of the interactive orientation of communication strategies with ample theoretical examples such as those by (Firth and Wagner, 1997) in conversation analysis, (Rampton, 1997) in critical sociolinguistics, and

(Wikes-Gibbs, 1997) in collaborative theory. The interactive aspects in the conceptualization of communication strategies were presented by (Tarone, 1980) and (Yule and Tarone, 1991). They introduce 'meaning negotiation strategies' for the issue of interaction in classroom instructional settings under different theoretical frameworks such as, 'repair' in pedagogical instructions and 'interactional modifications'.

Rost and Ross (1991) divide receptive strategies into two types, by way of asking referential or inferential questions. Referential focuses the lexical items on asking questions and inferential is the use of questions that focus on (direct?) the over discourse in communication.

2.5. Interactional modifications and language learning

Interactional modifications stand for a wide range of discourse processes incorporated by the more proficient interlocutor to comprehend to be comprehended. The significant discourse devices are comprehension checks, confirmation check, clarification requests, self and other repetition and reformulations (Long, 1983).

Al-Ghamdi and Al-Bargi (2017) conducted a qualitative research design in order to examine the teachers' interactional modification in English as a Foreign Language (EFL) setting and their effects on the comprehensible input and subsequently output of the learners. The data was collected from sixty students: two universities, and three EFL classrooms. The findings of the study demonstrated that ESL/EFL teachers constantly used modified interaction by way of different interactional and linguistic strategies in a Saudi Arabian EFL setting. The interactional modified strategies they used were simplified grammar, shorter sentences, different lexical items, and repetition. They also used confirmation check, clarification request, and hand gestures to facilitate learning and understanding of the students. The analysis also revealed that by employing interactional modification teachers enhance the opportunities for classroom interaction and comprehension.

2.6. Repair in classroom discourse

Ardini (2018) conducted a research study on a high school EFL teacher in order to find out the repair strategies used by the teacher during classroom interaction. The study observed two repair strategies; repetition and self-initiated repair because these two repair strategies are the most dominant techniques in repair during communication, particularly in EFL settings. The participant in the study was a teacher from a private school in Samarang, Indonesia. The findings of the study revealed that the teacher used the repetition strategy by repeating the lexical items most of the time in order to lengthen the time that the leaner could better understand the desired concept. The findings demonstrated that the teacher used 45 repair strategies out of 210 utterances. Repair strategies by the teacher in classroom discourse create a conducive environment for EFL/ESL learning, motivate the students and give a positive contribution to building ESL/EFL settings.

3. Research methodology

Creswell (2017), Hammersly (1990) and Chaudron (1986, 1988) argued in favor of mixed methodologies in different research phases in social sciences specifically about L2 acquisition. The qualitative research approach can be implemented if the research is exploratory based on techniques to determine specific conceptual categories or the position to improve certain types that have previously been identified in specifically limited contexts.

Considering the research approach, the collection of data and analysis, this study can be termed both qualitative as well as quantitative. Moreover, the production of the transcripts in the data production part about teachers-students interaction during their classroom conversation can be categorized qualitatively. The approach can also be called quantitative because the categories are not fixed in advance. In this regard, the frequency counts and its analysis containing the descriptive statistics will be used to detect common patterns regarding categories and their use by the participant teachers.

3.1. Research questions

This current study intends to explore the following research questions:

1. What are the different types and frequencies of teachers' communication strategies in ESL/EFL classes of the lessons?
2. What is the main function these strategies perform in ESL/EFL classroom discourse?
3. What are the differences between the teachers' linguistic skills/background in ESL/EFL and the use of their strategies pattern?
4. Is there any relation between the frequencies and types of teachers' communication strategies in ESL/EFL classrooms lessons due to their focus on activity or topic?

3.2. Theoretical framework

The current study is based on theoretical framework of interactional perspective given by (Tarone, 1980). Communication strategies are defined as linguistic devices use by the interlocutors in interaction in order to bridge the gap and reach a mutual understanding particularly in classroom discourse where the teacher plays dual role as being a vehicle of conveying a message in communication and engage the L2 learners in different classroom practices.

3.3. Participants

The participants were 12 teachers' volunteers from four different institutions; two government and two private. The institutions includes the Khyber Public School, and College, Khwaza Khela, Swat; Hira Public School, and College, Baghderai, Swat; Government Degree College, Matta, Swat, and Government Higher Secondary School and College, Fatehpur, Swat. Specific measures were taken into consideration before collecting the data such as the teacher qualifications. Teachers had to have a degree in English, more than 2-year teaching experience and had to be currently teaching at the intermediate level.

All these teachers were subject specialists teaching at the intermediate level. They were coming from different places in Khyber Pakhtunkhwa, Pakistan. Similarly, students also come from different areas to complete their undergraduate or graduate degrees. All the teachers were non-native speakers of the English language.

3.4. Generalizability, validity and reliability

Cohen et al. (2011) state that internal validity refers to the findings that it should explain the research phenomena. The validity is incorporated by implying multiple participant researchers, systematic means of recording, proper examination of the data and storing and retrieving the data in the research process. The current study fulfills all these requirements by way of collecting data from different teachers (participants) involved in the teaching-learning process. The data recording, data examination, participation of the researcher as well as all intended teachers in the study is included.

3.5. Ethical considerations

According to Cohen et al. (2011) and Ormston et al. (2014), there is some ethical consideration that must be addressed in carrying out a research project. They stressed the privacy of the informants that it must be concealed.

Keeping in view ethical consideration, the participants (teachers and students) are informed in advanced for voluntary participation and informed about the aims of the research. They are also told that their names and identity will be kept in privacy from the public.

3.6. Data collection

The data was collected through audio recordings consisted of two ordinaries and one especially planned lessons of every individual teacher over three different lessons (See appendix). Each lesson varied in length (covering sessions) from 60 to 70 minutes taking place in 36 hours of total data. Therefore three different sessions were arranged to normalize the situation of the participants' behavior during the time of data collection. Teachers were already contacted, and their prior consent has obtained, as well as permission was obtained from the institutions for data collection.

Two regular classes and one specially designed class were recorded. In the third session, the teacher carried out a specially designed class that has been designed from several tasks to bring homogeneity. The reason for planning the third special session based on activities prepared by the researcher to carry unanimity in teaching learning process upon which the comparison of all teachers will be made.

3.7. Data recording

The data for the current study was recorded by the voice recorder of the laptop with two small microphones of high quality to remove ambiguities in the analysis. One microphone was adjusted with the teacher and the second was fixed in the middle of the class. Both amplifiers were connected with the laptop through a connector. The data was recorded and then demonstrated through tables in quantification portion of the data.

3.8. Equipment used in the study

The recordings were conducted with the help of a laptop's voice recorder and two microphones that had a frequency response of 50 Hz to 18 kHz. The microphones were used in the critical acoustic setting because of low handling noise. High-quality speakers and equipment were used to remove ambiguities in the analysis of the data.

3.9. Data analysis

The analysis of the data was divided into three different phases: the first one carried out the categorization of segmented data; in the second the data was quantified, and categories were developed through analysis, and finally, the data was micro-analyzed. The following part reports the procedures to be followed during the transcription as well as segmentation of the collected data as a primary step towards the analysis of the three phases based on discussion and summary of the findings.

3.9.1. Transcription procedure

The audio recording procedures were followed in the collection of data from 12 teachers, three lessons from each teacher; it amounted to 36 recordings in total. The data of all the lessons were transcribed through stages of discourse that correspond to the sequence of phases during the collection of data. The steps can be followed as: the collected data from ESL/EFL teachers' such as: (Institution A, B, C, and D). The data transcription and analysis go on in parallel at every stage, the transcription and analysis continued based on a lesson by lesson procedures, in other words, after the transcription of a lesson from

a single teacher, the second analysis and transcription resumed.

3.9.2. Unit of analysis

The methodological implication requires a reliable discourse criterion to make the identification process. It refers to the discourse analytic procedure to create units and to further dissect the transcribe speech into different categories. Crooks (1990) compared different structural units employed by researchers and argued that utterance is the most valid and reliable element for the segmentation of the transcribed data. Crookes and Rulon (1985) explain utterances as stream of speech possessing these features:

1. Consisting of one intonation contour
2. Mark the boundaries by pauses
3. Constitute a single semantic unit

3.9.3. Design of the tasks

Two tasks are designed for lesson three of the teachers with interrelated linguistic themes, (model of permission, prohibition, and necessity) both of them have different themes, (applying for a driving license and arranging a trip to a foreign country) attached (Appendix C, and D). The microanalysis of the communication strategies is confined to the first tasks only. The designed tasks aim to provide some prospects for conscious raising by way of explicit or implicit orientation towards different auxiliaries that achieve the linguistic goal of the lesson.

4. Findings

4.1. Macro-level categorization

CSs has dual roles in the process of the discourse such as to make adjustments between the students and teachers and to provide an alternative source for the compensating lexical gap between them. Due to this, the distinction criterion has divided communication strategies into two main types such as meaning negotiation and lexical compensation strategies.

In the following example, the teacher uses a retrospective strategy in which the student explicitly appeals for assistance due to his limited proficiency, and the teacher uses an approximation in the next line followed by a description.

Example 4.1 [T1 L1]
S: 1 what does the word sterile mean?
T: 2 the word sterile mean it should be germ-free
   3 It should be clean
   4 We should keep a clean cloth, germ-free cloth over the wound
   5 To keep safe from the environmental factors
   6 Understand, okay
S: 7 Got, it

In line 1, the student asks for explicit assistance where the communication obstructs due to the limited proficiency of the student. The teacher in line 2 uses a retrospective measure as he understands that the lexical item sterile breaks down the communication. In line 3, once again the teacher uses the strategy of approximation to keep communication moving and reach a mutual understanding. Finally, in line 7 the student agrees, and the conversation continues between the interlocutors.

4.1.1. Meaning negotiation strategies

'Other-reformulation' plays a vital role in classroom discourse due to its multi-dimensional approach in the input of L2. The following example reveals the use of 'other-reformulation' by the teacher.

Example: 4.2   [T9 L1]
T: 1 why do we run from dogs?
S: 2 because the dogs [+ + +]
T: 3 Yes, because of what?
S: 4 the dogs catch
T: 5 the dogs bite
S: 6 Yes, yes they bite

The teacher uses the communication strategy of 'other-reformulation' in line 5 in response to the student's inappropriate target item in the preceding utterance. The student and teacher reached a mutual agreement by re-formulating the intended message.

The following example is a content-oriented 'clarification request' used by the teacher in which more information is required to establish mutual agreement.

Example 4.3 [T12 L3]
S: 1 questions and answers
   2 problems are there
   3 when we go on the road they stop us on check posts and ask for the documents
T: 4 what kind of document?
S: 5 like your picture, ID card and some other

In line 3, the student introduces a word that creates doubt, in response the teacher uses clarification requests in line 4 to elicit new information required for clarification. The student provides new information in the following responses and removes the ambiguities.

4.1.2. Lexical compensatory strategies

The micro-level lexical compensatory strategies focus on the lexical gap in the utterances of the students to assist in the comprehension. It is important to mention that these strategies are used by teachers as alternatives devices for expression.

The following example shows the use of 'hyponymy/hypernymy' in which the teacher provides more general terms by referring to the human body.

Example 4.4 [T6 L1]
S: 1 Body
T: 2 okay body is something
    3 <u>like feet, arms, eyes, and head</u>
    4 it is what we have a human body

In the above example in line 3, the teacher uses 'hyponymy/hypernymy' denoting superordinate terms that exploit the link between the intended concept and lexical items to convey the concept of the human body.

The following examples demonstrate the use of mime by the teacher that help in conveying the intended meaning more effectively.

Example 4. 5 [T1 L1]
T: 1 if someone bleeds himself/herself what should we do?
S: 2 take a breath, calm down a little and call on the emergency phone number for help
    3 In the meanwhile, you should apply a cloth over the wound and apply pressure
T: 4 do you know what a deep breath is?
S: 5 [+++]
T: 6 <u>[Acting as if taking a deep breath]</u>
    7 It is called a deep breath

The students have difficulty in understanding the concept in the above example of what a deep breath is. The teacher in line 6 acts upon and performs the action in front of the students. It has a dramatic effect in classroom interaction, and the message is communicated effectively due to the limited proficiency of the students in ESL/EFL settings.

The exemplification and illustration of the categories in this section reveals the use of different communication strategies by the teachers in different institutions. The procedures of quantification and statistical analysis carried out in the next section is based on the themes of categories identified in the study.

4.2. The teachers' overall level of communication strategies

Quantitative analyses of the overall level about teachers' use of communication strategies are made to show variation and differences among teachers on the basis of total frequencies of CSs. The aim is to show different CSs adopted by all teachers irrespective of their teaching institutions and language background in order to demonstrate a larger picture of strategic patters. The total frequencies, means and standard deviation across lessons and teachers about CSs are shown in table 4.1.

Table 4.1: Frequencies to compare CSs across lessons and teachers

Teacher	L1	L2	L3	Mean	SD
T1	30.3	19.8	22.4	24.1	5.4
T2	14.4	23.7	18.6	18.9	4.6
T3	10.6	6.2	21.7	12.8	7.9
T4	20.4	24.1	22.7	22.4	1.8
T5	30.2	31.3	23.0	28.1	4.5
T6	8.6	15.8	17.6	14.0	4.7
T7	10.5	21.7	16.9	16.3	5.6
T8	12.7	20.8	18.9	17.4	4.2
T9	17.7	12.6	12.9	14.4	2.8
T10	30.7	19.3	22.6	24.2	5.8
T11	14.0	23.3	17.7	18.3	4.6
T12	11.3	7.2	21.2		
Mean	17.6	18.7	20.5	13.2	7.1
SD	8.3	7.2	3.1		

Calculation of frequency per 100 teachers' utterances

The bottom row shows standard deviation and means of the overall frequencies of communication strategies across teachers and lessons. On the basis of the quantitative findings of mean and standard deviation, we can make at least four observations. In the first observation, the mean shows a similar level of strategy use. Secondly, the teachers' communication strategies almost constitute 19% of the database in their classroom discourse. Thirdly, the bottom row of standard deviation such as 3.1 versus 7.2 and 8.3 demonstrated that the teachers have the least variation in their use of communication strategies. This least amount of variation can be due to the same tasks of the lessons taught by the teachers.

To analyze both types of communication strategies used by the teachers in their classroom interaction, we will break down the above table into two in order to clearly reveal the quantitative data regarding meaning negotiation and lexical-compensatory strategies. The frequencies of meaning negotiation strategies across teachers are demonstrated in Table 4.2.

Now in table 4.3, the quantitative analysis of lexical-compensatory strategies used by individual teachers in their respective lessons and across all teachers are carried by way of demonstrating the comparison of frequency in mean and standard deviations in the proportion of their LCS.

The overall level of frequencies in lesson 3 of lexical communication strategies in Table 4.3 demonstrated that it is smaller than lesson 1 and 2 as the results indicated such as (1.7 versus 3.2 and 4.5) in SDs column of the table. The findings

demonstrated that lesson 3 has negatively impacted on teachers' strategies concerning lexical-compensatory strategies. The overall level of low frequencies in lexical communication strategy in lesson 3 has produced more uniformity in the frequency among other teachers in their lesson 1 and 2 with the SDs such as (0.8 versus 3.0, 3.7) in table 4.3.

Table 4.2: Frequencies to compare MNS across lessons and teachers

Teacher	L1	L2	L3	Mean	SD
T1	20.9	14.0	19.1	18.0	3.0
T2	13.5	19.6	16.8	16.6	3.0
T3	10.3	5.8	20.6	12.2	7.5
T4	16.9	19.0	21.1	19	2.1
T5	25.9	22.7	21.7	23.4	2.1
T6	8.4	11.3	16.7	12.1	4.2
T7	9.3	10.8	14.4	11.5	2.6
T8	12.4	17.9	17.6	15.9	3.0
T9	9.2	10.1	12.3	10.5	1.5
T10	21.2	13.7	19.2	18.0	3.8
T11	13.2	19.1	15.6	15.9	2.9
T12	10.9	6.7	19.9	12.5	6.7
Mean	14.3	14.2	17.9		
SD	5.6	5.4	2.8		

Table 4.3: Frequencies to compare LCS across lessons and teachers

Teacher	L1	L2	L3	Mean	SD
T1	9.4	5.8	3.3	6.1	3.0
T2	0.9	4.1	1.8	2.2	1.6
T3	0.3	0.4	1.1	0.6	0.4
T4	3.5	5.1	1.6	3.4	1.7
T5	4.3	8.6	1.3	4.7	3.6
T6	0.2	4.5	0.9	1.8	2.3
T7	1.2	10.9	2.5	4.8	5.2
T8	0.3	2.9	1.3	1.5	1.3
T9	8.5	2.5	0.6	3.8	4.1
T10	9.5	5.6	3.4	6.1	3.0
T11	0.8	4.2	2.1	2.3	1.7
T12	0.4	0.5	1.3	0.7	0.4
Mean	3.2	4.5	1.7		
SD	3.7	3.0	0.8		

4.3. The use of different strategy patterns

The percentage of a particular pattern of strategies and relative mean frequency was considered for measurement across each group in Table 4.4. Fig. 4.1. The frequencies of MNS focusing on individual groups are shown by Table 4.4 and Fig. 4.1.

The standard frequencies used for quantitative analyses across teachers and lessons in the study, which is calculated based on 100 utterances of the teachers. The teacher utterances varied in every lesson rage from 200 to 600 on an average. The teacher used 1027 meaning negotiation strategies in all. From this figure, we have calculated that on average each teacher used 85 meaning negotiation strategies which are 24 in standard frequency for each teacher.

The close resemblance of meaning negotiation strategies in different categories are the most salient results of the comparison across all four groups. A similar proportion of meaning negotiation strategies across all groups have been used. Across all the four groups the most frequent categories used by the teachers are 'other-repetition' and 'other-reformulation' with 41% to 47.9% (average 45%).

Before, moving forward first, it is crucial to investigate lexical compensatory strategies across all the three lessons used by the teachers to better understand the similarities and variation across groups and lessons. The standard frequencies and percentages for the three lessons conducted by different teachers are illustrated in Table 4.5 and Fig. 4.2.

Table 4.5 revealed the results of total standard frequencies of lexical communication strategies used by the teachers across all four groups, in which group 1 and group 2 have more frequently used lexical compensatory strategies compared to group 3 and group 4 (9.5, 8.8 vs 7.2 and 7.3).

All teachers used 1450 strategies in total; 1027 consisted of meaning negotiation strategies and 423 were lexical compensatory strategies across all lessons. The use of the first category in meaning negotiation, the teachers adapted in their classroom discourse to meet the need of the students in communicating the meaning.

Table 4.4: Frequency and percentage for comparison of individual MNS across four groups

Lesson 1,2,3	group 1		group 2		group 3		group 4	
MNS	SF	%	SF	%	SF	%	SF	%
CLR REQ	5.3	20.1%	4.9	19.6%	3.8	17.4%	4.3	17.3%
CON CHK	3.5	13.1%	3.9	15.6%	3.0	13.7%	4.0	16.1%
COM CHK	1.0	3.8%	0.6	2.4%	1.2	5.5%	0.8	3.2%
SLF REF	4.6	17.4%	3.7	14.8%	3.2	14.6%	3.0	12.0%
OTR REF	5.8	22.0%	6.2	24.8%	5.4	24.7%	6.4	25.8%
OTR REP	5.0	19.0%	5.4	21.6%	4.5	20.6%	5.5	22.1%
TC	0.7	2.6%	0.2	0.8%	0.4	1.8%	0.6	2.4%
CUE	0.4	1.5%	0.09	0.3%	0.3	1.3%	0.2	0.8%
TOTAL	26.3	100%	24.9	100%	15.0	100%	24.8	100%

Frequencies calculated per 100 teacher's utterances. Proportion of total frequencies of strategies are expressed in percentages.
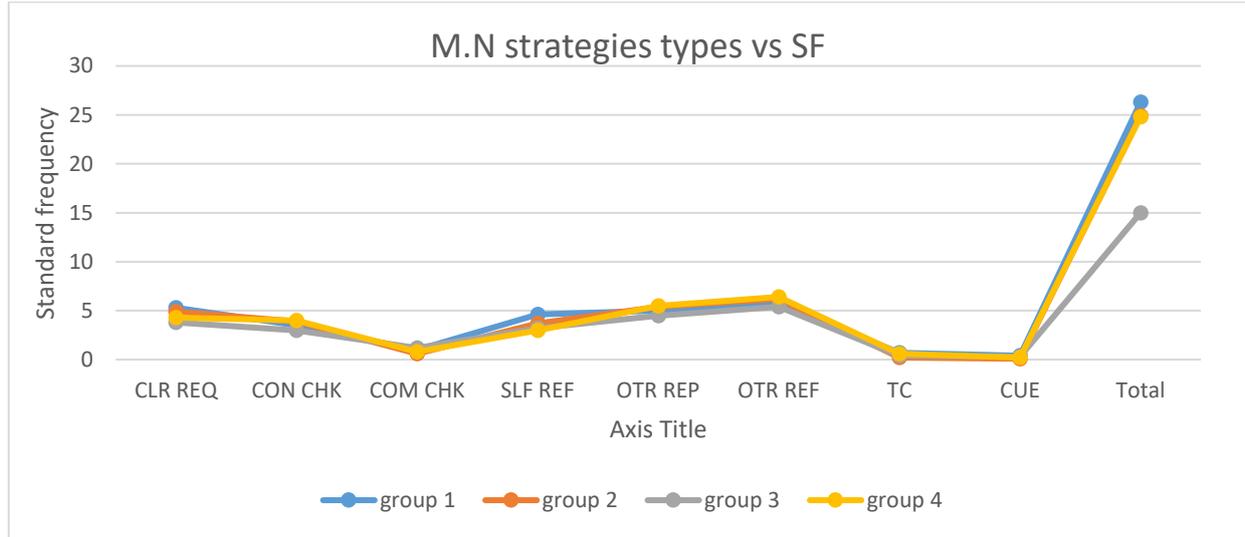

Fig. 4.1 Frequencies to compare individual MNS across four groups

Table 4.5: frequencies to compare LCS across groups

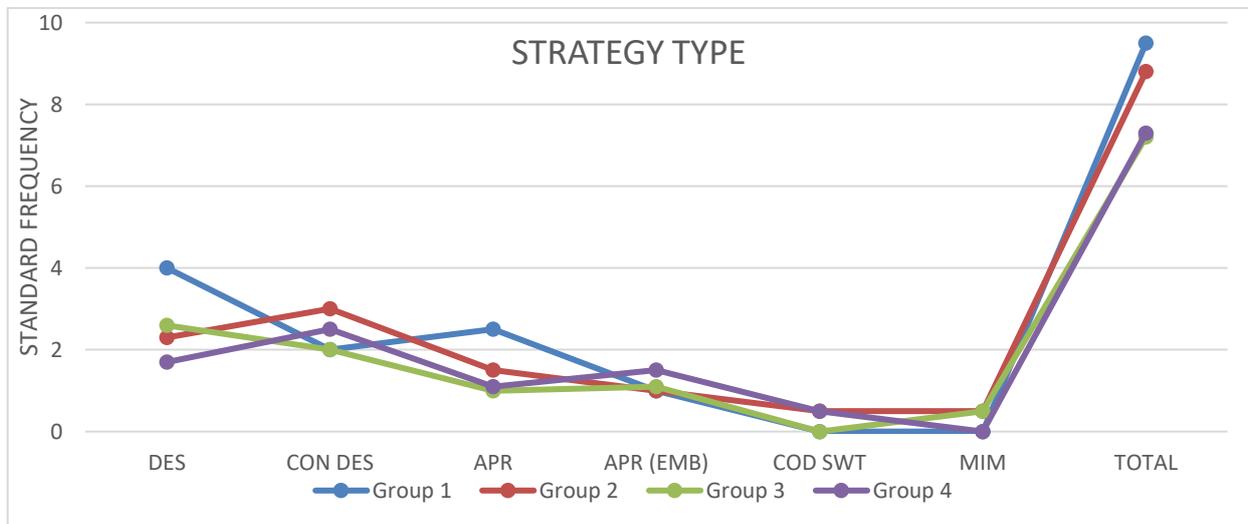| Lesson 1,2,3	Group 1		Group 2		Group 3		Group 4	
LCS	ST.F	%	ST.F	%	ST.F	%	ST.F	%
DES	4.0	42%	2.3	26%	2.6	36%	1.7	23%
CON DES	2.0	21%	3.0	34%	2.0	27%	2.5	34%
APR	2.5	26%	1.5	17%	1.0	14%	1.1	15%
APR (EMB)	1.0	10%	1.0	11%	1.1	15%	1.5	20%
COD SWT	0	0%	0.5	5%	0	0%	0.5	7%
MIM	0	0%	0.5	5%	0.5	7%	0	0%
Total	9.5	100%	8.8	100%	7.2	100%	7.3	100%

Fig. 4.2: frequencies to compare lexical compensatory strategies across all groups

The teachers' communication strategies comprised of the measures taken to enhance student participation and help them in the production of utterances such as ('cue' and 'turn completion)', the prospective measures adopted include the use of ('comprehension checks' and 'self-reformulation'). The retrospective measures consisted of using ('other repetition' and 'other-reformulation').

4.4. Microanalysis

In this section of the analysis, we deal with the results of a specially designed lesson 3 taught by four teachers. Our analysis is carried out based on the theoretical background discussed in literature review and guided by the research question 4.

4.4.1. The talk of four teachers and its overall distribution

Table 4.6 shows us the detail information of the teacher and students' utterances. The three teachers' T3, T12, T8 have a higher level of interaction generated in class in comparison to T6, as shown in the figures.

4.4.2. Different steps and phases of lesson 3

Based on the organized levels of the lesson, segments were carried out by the teachers in two phases. In the second phase of the lesson, the participants were pushed toward topic but in the first phase of the lesson toward activity because of the nature of the designed lesson. There are two

episodes of talk in each phase of the lesson, the first is 'setting up' and the second is 'summing up'. The contribution of the teacher's utterances in both steps of the lesson is presented in table 4.7.

In both the phases, we know that the percentages in the proportion of teacher talk are more in setting up 1 and setting up 2 in comparison with summing up 1 and summing up 2. In teacher 8 the setting up and summing up is (69% vs 68%) where the difference is very little and is an exceptional case. We can also see that in the second phase the talks of T3, T8, T12 is significantly higher in comparison to the first phase.

4.4.3. Types of questions used by teacher 3, 6, 8 and 12

Table 4.8 presents the types of questions and their percentages. By comparing the proportion of form-oriented and display questions with code-oriented and referential, the orientation of questions toward meaning or form was made predicted from the conclusion of display/referential distinction. Majority of the content-based question were all referential questions with certain exceptions of display questions.

The teachers with different questioning behavior were T6 and T8. Content-oriented and referential were most of the questions used by teacher 8 while the questions used by teacher 6 were mostly form-oriented and display questions. All four teachers have asked more closed questions in comparison to open-ended questions.

Table 4.6: students' and teachers' utterances and their overall distribution

Teachers' utterances	T3		T6		T8		T12	
	(315)	73%	(256)	86%	(273)	72%	(308)	76%
Students' utterances	(113)	27%	(39)	14%	(103)	28%	(97)	24%
Total	(428)	100%	(295)	100%	(376)	100%	(405)	100%

Table 4.7: Contribution of the teachers' utterances and its proportion in lesson 3

Teachers	T3		T6		T8		T12	
Setting up 1	(51)	79%	(98)	93%	(71)	69%	(49)	77%
Summing up 1	(173)	73%	(62)	77%	(82)	68%	(167)	72%
Setting up 2	(35)	95%	(66)	89%	(65)	91%	(41)	98%
Summing up 2	(56)	81%	(30)	75%	(55)	77%	(51)	84%

Table 4.8: Teachers' types of questions and overall percentages

Teachers	T3		T6		T8		T12	
Referential/display	46%	54%	3%	97%	84%	16%	42%	58%
Content/form	48%	52%	6%	94%	84%	18%	45%	55%
Open/closed	16%	84%	0%	100%	11%	89%	12%	88%

4.4.4. Level of participation by the students

The purpose of the students' level of participation help to show the comparison between the teachers allocated turns and students' contribution. The measurement for the level of the participation by the students was carried out based on four turn-taking

criteria as discussed in literature review section; termination and sequence initiation, turn prospective, self-selection and topic initiation. Based on these criteria the turns were coded and examined for both the students and teachers. Table 4.9 presents the quantification process and its results.

Table 4.9: teachers and students' level of participation and their comparison

	TCT		% of TCT		TNC		PL		PI	
	T	**Ss**	**T**	**Ss**	**T**	**Ss**	**T**	**Ss**	**T**	**Ss**
Teacher 3	86	26	76	24	191	57	2.25	2.19	384	115
Teacher 6	54	19	74	26	131	27	2.46	1.42	379	52
Teacher 8	64	53	54	46	142	63	2.16	1.18	238	55
Teacher 12	81	29	73	27	197	55	2.43	1.90	420	97

PI= participation index PL= participation level
TCT= total coded turns TNC= total number of coding

The level of participation by students was very low in comparison to a very high level of participation by the teachers. The participation index of students was high in teacher 3; for the rest of other teachers the students PI remained low. The findings show that the lowest level of control was exercised by T6 and the highest level of control incorporated by T12.

Over the summing up steps, a higher degree of topic orientation was found, and in the setting up steps activity orientation was used. In relationship to T3, T8, and T12, the findings evidenced this pattern that their orientation was toward topic in overall interaction. The individual background of the teachers was demonstrated by the use of communication strategies used by all the four teachers, table 4.10.

Initially, the hypothesis was that the students' participation through meaning negotiation offers more opportunities by the change of communication to a naturalistic discourse. By the shift of interaction to this type of conversation generated more communication strategies and the students and teacher were involved with a high level of improvisation.

Table 4.10: The overall frequency of CSs adopted by the teacher's in different phases

Teachers	Setting up 1	Summing up 1	Setting up 2	Summing up 2
T 3	11.8	7.87	2.36	1.57
T 6	8.47	8.47	2.54	1.69
T 8	3.66	17.4	0.91	3.66
T 12	9.80	11.4	1.63	2.45

CSs in 100 teacher's utterances reflected by its frequencies

In both the phases of lesson 3, the findings reflect different aims revealed by the interpretation in the case of four teachers. In both, the phases of lesson 3, a very small difference in the frequencies of strategies demonstrated regarding T6 because of his orientation was toward activity. Across the steps and phases of lesson 3, the findings reflected lower frequency in teacher 6 discourse.

The reduced level of student's participation and the use of form-focused display questions was associated with the focus on activity. The student's enhanced level of involvement and the use of meaning-focused referential questions were associated with the focus on the topic. The less predictable patterns of interactions of the natural conversation or the predictable patterns of communications of the pedagogic discourse shaped the orientation of discourse in either direction.

5. Discussion

The research question 1 asked for the frequencies of strategies and their different types used by the teachers. Both types of strategies; 'meaning negotiation' and 'lexical compensatory' were used by the teachers. In lexical compensatory strategies, the subcategories which were used more frequently (more than 90%), as revealed by the analysis were the variants of 'circumlocution' strategy. In 'circumlocution', the sub-categories which were used more frequently were 'contextualized-description' and 'descriptions' than 'embedded-approximations' and 'approximations'. The sub-categories which were used less frequently (less than 5%), which in turn had used by few teachers were 'mime' and 'code-switching', while some teachers did not even use them at all. The subcategories which had constituted 70% of meaning negotiation strategies as shown by the findings were consisted of 'other-reformulation', 'other-repetition', 'comprehension checks', 'self-reformulation', 'cues' and 'turn-completion'. The linguistics needs of the students were accommodated by the teacher use of these subcategories as a basic feature. To resolve the communication problems through cooperative effort and ensure the involvement of students in meaning negotiation, 'confirmation-checks' and 'clarification-requests' were used, which almost constituted 30% of all the subcategories of meaning negotiation strategies. Rather in natural conversation, in language classrooms the use of 'clarification-requests' and 'confirmation-checks' were much less frequent, to repair communication breakdown, extended meaning negotiation was used in a cooperative manner as the results were broadly expected e.g. (Pica and long, 1986; Long and Sato, 1983).

The second research question was related to the first research question, it focused on the communication strategies and the different function performed by it. the functions of communication strategies as interpreted from the database, we have summarized three different macro-functions by it:

(1) to avoid and anticipate communication problems by the prospective use of communication strategies, (2) to repair the problems of talk by the retrospective use of CSs, and (3) to sustain conversation by the use of conversational maintenance.

Research question 3 shows the relationship between the curricular arrangements of the teaching institution and the patterns of strategy. Group 1, 2 and group 4, there were no important differences with regard to the reported meaning negotiation strategies and the results of research question 3. The main variation was identified in the overall standard frequencies of the meaning negotiation strategies in all the lessons, where it was much smaller for group 3 in comparison to the other three groups. In individual categories, the frequencies indicated by the results of group 3 is smaller in comparison to the other three groups except in 'turn-completions' and 'comprehension checks'. In comparison with the other three groups, for group 3 the percentages of code-oriented functions 'other-reformulation', 'confirmation-checks' and 'clarification-checks' were high. About these results the interesting points are: first, in terms of similar patterns and frequencies of strategy used by group 1, group 2 and group 4, ruled out significant variable of 'language background' in the frequency or strategy selection; second, in comparison to group 1, group 2 and group 4, group 3 has shown different behavior, which in terms of institutional curricular arrangements has brought the role of contextual factors as a candidate variable which had not affected the type of strategies but had affected their frequencies.

Research question 4 shows the orientation of discourse towards activity or topic. In comparison to teacher 3 over the topic-oriented phase, the frequencies of strategies were high of teacher 8 and teacher 12, there was a considerable variation in both the phases as well as across the overall score, the overall scores stresses the fact, as they represent the mean frequencies, on specific lessons within the language of each teacher, there is a disguised potential significant variation. Depending on the phase of the lesson in important ways the pattern of the teacher talk had varied as suggested by this particular variation. By comparing the overall scores of the whole lesson for teacher 6 and the scores over both the phases it had assumed more importance. The scores of its parts, in this case, is less than the overall scores of the whole lesson.

6. Conclusion

The study made an attempt to extend the concept of communication strategies into a new perspective of teachers' interaction, which provides empirical evidence not just about ESL/EFL, but also about the content of the classroom. In both specially-designed and normal tasks, this new perspective is used in studying the teacher discourse. The findings demonstrated, that teachers in their interaction, used communication strategies with substantial but different frequencies, in different phases of the lesson; it was revealed to be the function primarily performed due to their focus of the interaction. They used the strategies with different functions such as the macro-functions which included avoiding communication or dealing to sustain communication, and repair disparity. Meaning negotiation categories, were essentially adapted in response to manage the problems of understanding and hearing; the strategies adapted to negotiate the message content, consisted of 'confirmation-checks' and 'clarification-requests'. Over the instruction processes, the findings of the study provide an insight into the teachers' discursal adaptation toward the linguistic needs of the students.

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