

strategies. The present study also indicates that IL - based strategies are much more frequent (71.5%) than L1-based strategies (28.5%).

The result of this research supports Canale and Swain (1980) and Yarmohammadi and Seifs (1989) view point that "strategic competence" exists as one of the components of communicative competence and it is totally relevant and it plays a significantly important role in L2 communication.

Accordingly, language should be viewed as a dynamic, evolving process. The true nature of language is reflected not in the static descriptions of rules and systems but in the processes and strategies that human beings make use of when they use language for communication. It is believed that learning a language involves more than simply learning grammatical patterns and rules. One also needs to put one's knowledge to communicate effectively.

It is clearly the teacher's responsibility to provide feedback to students concerning the appropriate or inappropriate use of language, since the students themselves are likely to be unaware of their errors in this area. Hence, purpose and function are not to be bypassed in an effective educational system that is to be broadly applied. This is an essential part of the system highlighting communication with a high density of students's interaction and his use of communication strategies. We must recognize the importance, the interdependence, and the interaction of all elements, and the materials must be flexible enough to fulfill their appropriate function adequately.

## References

Canale, M, and Swain, N. 1980. Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*. 1,1-47.

Faerch, Clause, and Lasper, Gabriele. 1983. *Strategies in Interlanguage' Communication*. New York: Longman Inc.

Haliday, M.A.K. 1978. *Language as Social Semiotic*. London: Edward Arnold.

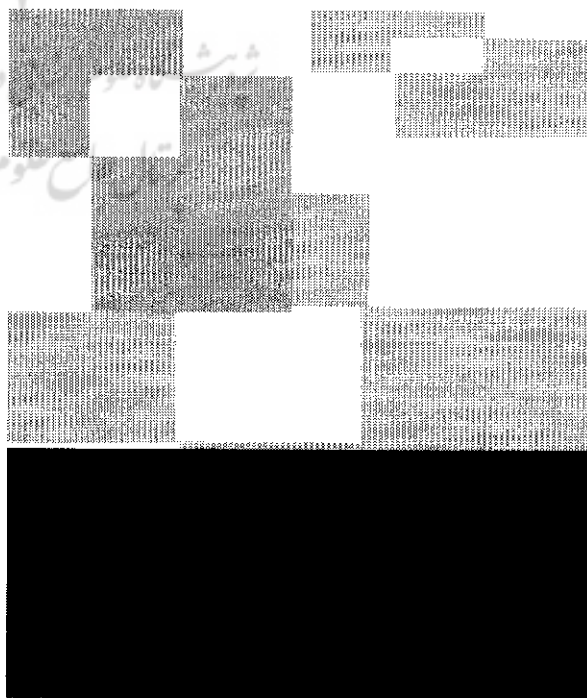
Hymes, D. 1972. Models of the interaction of language and social life. In Gumpers, J, and Hymes, d (eds.), *Directions in sociolinguistics*. New York: Rinehart and Winston, 356-71.

Rivers, Wilga M. 1978. *A Practical Guide to the Teaching of English*. New York: Oxford University Press.

Rivers, Wilga.M 1981. *Teaching Foreign Language Skills*. Chicago: The University of Chicago Press.

Widdowson, H. G. 1978. *Teaching Language as Communication*. New York: Oxford University Press.

Yarmohammadi, L, and Seif, S. 1989. *More on communication strategies: Classification, resources, frequency and underlying process*. Shiraz University Press.



seventy-five male students attending General English classes. They were at an intermediate level of proficiency with an average age of twenty.

### PROCEDURES

In order to check how the subjects could express their message and to detect the communication strategies, this experiment was conducted in two phases. First, the subjects were asked to describe a picture story (taken from the first grade of Persian primary school which was continuous and narrative) in English to see how they would express themselves in about thirty minutes. The subjects were not allowed to use dictionaries. After finishing the English version of the picture story, the subjects were asked to describe the story in Persian. They were asked to write the Persian version regardless of what they wrote in English.

In the second phase of the experiment, subjects were asked to translate their English compositions into Persian to see the errors and different strategies of expressions.

### DATA ANALYSIS

The analysis of data was carried out with reference to the subjects, Persian compositions as a source of information. The analysis of the data was conducted with two intentions: (1) determining the communicative problems that subjects faced, (2) describing the strategies they chose to convey their information. Table 1 depicts the distribution of strategic sentences.

**Table 1**  
Distribution of strategic Sentences in the data

| Task    | No. of English Sentences | No. of Persian sentences | Total No. of Sentences | Total No. of Words | Ratio of words per sentence |
|---------|--------------------------|--------------------------|------------------------|--------------------|-----------------------------|
| Written | 301                      | 330                      | 631                    | 5661               | 8.97                        |

As for the typology of Communication Strategies (CSs), the framework taken by Yarmohammadi and Seif (1989) was followed. Table 2 illustrates the frequencies of the use of L1 and IL-based strategies.

**Table 2**  
Frequencies of the use of L1 and IL - Based Achievement Strategies

| CS                     | percentage |
|------------------------|------------|
| 1. L1 - Based          | 28.5%      |
| A. Code switching      | 1.5%       |
| B. Foreignizing        | ---        |
| C. Literal Translation | 27%        |
| 2. IL - Based          | 71.5%      |
| A. Word Coinage        | 3.5%       |
| B. Generalization      | 17%        |
| C. Superordinate Terms | 19.5%      |
| D. Approximation       | 7%         |
| E. Paraphrase          | 21%        |
| F. Circumlocution      | 3.5%       |

In order to be able to present a checklist here, very short examples of some of the strategies are listed, without any reference to context.

| Achievement Strategies   | Examples from Our Corpus   |
|--------------------------|--|
| 1. L1 - Based Strategies |  |
| A. Literal Translation   | with helping each other<br>baa komak - e yek digar)<br>nardeban (ladder) |
| B. Code Switching        |  |
| 2. IL - Based Strategies |  |
| A. Circumlocution        | far from the head (unaccessible)<br>reach (get)                          |
| B. Approximation         | wooden step (ladder)<br>football (volleyball)                            |
| C. Superordinate         |  |
| D. Generalization        | fall (drop )   falled (fell)   |

### CONCLUSION

As table 2 reveals, literal translation is the most widely and frequently used strategy among Persian subjects. In IL-based strategies, paraphrase, superordinate terms, and generalization are used more than any other

## INTRODUCTION

The central problem of teaching, to promote spontaneous expression in a language, is to know what context learners need to express themselves. The next problem is to decide the linguistic resources they will need in order to make appropriate choice to achieve the purposes of their communication. This kind of approach is called communicative approach to language learning since it assigns higher priority to the content of communication than to its form. It responds, therefore, to the requirements of individuals with specific needs.

Hymes (1972) elaborated a concept of communicative competence which soon began to affect the language - teaching community. For Hymes, the most novel and important aspect of sociolinguistic research was to establish what a speaker needs to know to communicate effectively in culturally significant settings. Hyme's concepts soon began to have considerable effects. Materials writers and teachers realized that students needed to know more than how to express ideas in correct grammatical patterns. Students also need to know the culturally acceptable ways of interacting orally with others; that is, appropriate levels of language to be used in different situations, conversations, gestures or body language, when to intervene in conversation and when to wait for others, questions and comments to be made.

Researchers have concentrated on the interlanguage (IL) communicative process described in terms of the reception / production processes in the IL users and the way they make use of IL system for communicative purposes.

There is, first, the possibility for learners to use their IL's productively and receptively without experiencing any problems in planning and executing their utterances of taking in their

interlocutors' speech. Secondly, the learners might not find it possible to use their IL in an unproblematic way. They need some recourse for different strategies in order to cope with such problems.

Accordingly, communication strategies are located in the individual language users, who are to experience the problem and to decide on strategy plans for solution. Strategy refers to the way the learners arrive at a certain usage and communication strategies could be defined as a certain mutual attempt of two interlocutors to agree on a meaning in situations where the intended meaning of the structures do not seem to be shared.

Due to these findings, many efforts in foreign language pedagogy have been devoted to structuring foreign language course according to notions, communicative intention, speech acts, situations and topics, thereby substituting the traditional grammatical ones by a pragmatic selection and grading of teaching contents. (Halliday: 1978; Rivers: 1978, 1981; Widdowson; 1978; Faerch, and Kasper: (1983)

## CURRENT RESEARCH

To observe the employment of different communication strategies (CSs) in the written performances of Iranian learners of English as a foreign language, an experiment was done at the University of Sciences and Aeronautical Technology. The present paper is an account of an empirical research attempting to discover the nature of CSs used and the type of resources, which the learners use to solve their communicative problems.

## METHOD

### SUBJECTS

The subjects of the experiment were

# Communication

## The Use of Communication Strategies In Writing

Parviz Yahiavi Azad

THE UNIVERSITY OF SCIENCES AND AERONAUTICAL TECHNOLOGY

### چکیده

بر اساس آگاهی از راهکارهایی که آموزندگان زبان در مطالب نوشتاری مورد استفاده قرار می دهند، می توان منابع زبان شناختی مورد نیاز افرادی را که دارای پیشینه های زبان شناختی متفاوت و نیازهای گوناگون هستند، تعیین و شناسایی کرد. تحقیق حاضر سعی دارد، ۷۵ کار نوشتاری دانشجویان دانشگاه را، به عنوان نمونه ای برای کشف ماهیت راهکارهای ارتباطی مورد استفاده زبان آموزان و نوع منابعی که برای غلبه بر مشکلات سودمند هستند، مورد تحلیل قرار دهد. نوع و بس آمد استفاده از راهکارهای مبتنی بر زبان مادری (L1) و زبان میانجی (IL) به وسیله دانشجویان می تواند، وجود توانش راهبردی را به عنوان یکی از اجزای تشکیل دهنده توانش ارتباطی در یادگیری زبان دوم، مورد تأیید قرار دهد. **کلید واژگان:** تقریب، کدگردانی، زبان میانجی، ترجمه تحت اللفظی، واژگان فراگیر، اطناب در کلام

### Abstract

On the basis of knowing the strategies that language learners use in written materials, it would be feasible to determine / identify the required linguistic resources for individuals with different linguistic backgrounds and needs. Hence, the present study attempts to analyze seventy - five written performances of university students as a sample to discover the nature of communication strategies employed, and the type of resources used to overcome problems.

The typology and the frequencies of the use of LI - and IL - based strategies by the students support the existence of strategic competence, as one of the major components of communicative competence in L2 learning.

**Key Words :** approximation, circumlocution, code switching, IL (interlanguage), literal translation, superordinate terms