

## **Information Transmission of English Majors in Jordan: Their Ability to Communicate Comprehensible Messages**

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**Abstract.** This article reports an empirical research into the relationship between L2 learners' target language proficiency/task type and their ability to transmit comprehensible messages to their listeners. In order to test the assumption that even low-level English learners can transmit comprehensible messages despite their limited linguistic resources by using communication strategies, a sample of 30 Arab English majors at Yarmouk University in Jordan were asked to perform 3 communicative tasks: picture story telling, object-identification and role-play.

The performance of the subjects was audio-recorded, transcribed and analyzed. The results indicate that the transmission of comprehensible messages varies according to the learner's proficiency level and the task type. These findings lend further support to the hypothesis that even low-level English proficiency learners can communicate and pass comprehensible messages to their interlocutors by resorting to communication strategies (CSs) despite the linguistic errors they may commit.

### **Introduction**

Developing second language learners' communicative competence is the ultimate goal of foreign/second language teaching. One essential component of this competence is *strategic competence*. According to Tarone and Yule [1], there are two areas of strategic competence: the learners' skill in transmitting messages to a listener or comprehending transmitted messages, and the use of communication strategies to compensate for the linguistic problems that arise in the process. Rich [2] maintains that communication strategies are a vital part of a native speaker's repertoire. Therefore, he suggests passing them on to learners at all levels of interlanguage.

There has been extensive research into communication strategies, but the learner's skill in transmitting and comprehending messages has received little attention. Tarone and Yule [1, p. 103] maintain, "As far as we know, very little attempt has been made to investigate the first area, the learner's overall skills in strategic competence". The

research in this area was carried out with native speakers. For example, Brown and Yule [3] developed a task-based methodology to evaluate the communicative effectiveness of adolescent English native speakers. Some transactional tasks were developed, such as narrative, picture description and instructions, where the learners were asked to transmit information to a listener who needed the information to complete the task. For example, Green [4] investigated both areas of strategic competence, but he selected 44 erroneous utterances to find whether the learners of English are successful in communication or not. I think that 44 erroneous utterances are not enough to make generalizations. Thus, the aim of this experimental research is to find out how successful Arab English majors at Yarmouk University in Jordan are in transmitting information by using communication strategies despite their limited linguistic resources, and whether these messages are comprehensible or not.

### **Review of Related Literature**

Why do people communicate? The answer is to pass certain messages to their listeners. During the communication process, learners encounter linguistic problems, so they resort to CSs to solve them. Tarone and Yule [1, p. 107] state, "In the interest of successful communication, learners seem to attempt to build in redundancy, to send a bigger signal, perhaps to ensure that the basic message does get across". In order to investigate communication success and the effectiveness of CSs in achieving the communicative goals of the learners, some researchers have set up a task for the learner in which the successful transmission of a message is 'criterial' (e.g., Bialystok and Frohlich [5], Chen [6] and Ellis [7]); others, however, studied the use of CSs, but did not attempt to study whether or not the messages transmitted were successful (e.g., Khanji [8], Yarmohammadi and Seif [9] and Poulisse and Schils [10]). Ellis [7] conducted a comparative study of L1 and L2 communicative performance where the learners were asked to tell a story depicted in pictures. According to Ellis:

In order to compare the two groups of avoidance and paraphrase strategies, a number of key 'information - bits' were identified by anticipating what information ought to be included in a notionally 'good' account of the story [7, p. 41].

Bialystok and Frohlich [5] examined oral communication strategies for lexical difficulties. To elicit CSs, they used a reconstruction task and a picture description task. They examined the communicative effectiveness of the CSs. In the first task, the subjects were asked to describe a picture in French, to a native speaker of French. The communicative effectiveness of the strategies used by the speaker was spontaneously assessed by the reconstructor (native speaker) who provided feedback by selecting either the correct item or an inappropriate object. The information given by each subject was given on separate cards to a native speaker whose job was to rank-order all the cards in terms of their effectiveness in conveying the meaning of a certain item. In the second task, the subjects were asked to describe the picture in detail.

Chen's [6] method for examining the effectiveness of the use of CSs to convey meaning was that each concept was evaluated by the native speaker during the interview and by an independent native speaker who listened to the tapes later. The subjects' communicative effectiveness was assessed by a native speaker according to the following scheme:

- 5 Effective - identified the words immediately
- 4 Quite effective – easy to identify the word
- 3 Moderately effective – hard to identify the word
- 2 Less effective – very hard to identify the word
- 1 Not effective – unable to identify the word

(Chen [6, p. 161]).

Green [4] measured the learners' success in message transmission by anticipating the information bits that each task might produce. In order to assess the comprehensibility of the subjects' performance, 44 erroneous utterances were chosen from the production of a number of German pupils. 109 native speakers of English were asked to "judge whether the meaning of each item was "clear", "vague" or "distorted" (Green [4, p. 109]). Then the judgements were reduced to "clear" and "unclear".

Choosing only 44 erroneous utterances [4] for analysis is not an ideal procedure to give us a clear picture of whether CSs are successful in transmitting a comprehensible message or not, because a certain utterance which includes a particular CS may be successful on one occasion by one particular learner, but may be unsuccessful on a number of occasions when used either by the same learner or by another learner.

### **Objectives and Methodology**

The major objective of this study is to answer the following questions:

1. Are the English majors at Yarmouk University successful in getting their message across to achieve their communicative goals by means of communication strategies (CSs) despite the linguistic errors committed?
2. Are advanced learners of English better at transmitting comprehensible messages?
3. Are low-level learners able to transmit comprehensible messages?
4. What effect does the task being performed have on message transmission and comprehension?

### **Sampling**

A sample of 30 English majors: freshmen, sophomores, seniors and graduates, who were studying English at the Department of English at Yarmouk University, Jordan was selected. The subjects all lived with their parents where the home language is Arabic. At the time of data collection, the subjects had been learning English as a foreign language for 9-12 years. To make our classification of English majors reliable, an adapted TOEFL

test of 60 items was used to identify the subjects' proficiency level (Low, Intermediate and Advanced). Ten subjects were randomly selected to represent each proficiency level. The purpose of having three different levels in the sample was to enable us to examine the effect of proficiency on the learners' ability to transmit comprehensible messages. According to the test results, the subjects were classified into three levels.

**Table 1. Levels of English language proficiency**

Test score	0-20	21- 40	41-60
Proficiency Level	Low	Intermediate	Advanced

### Data collection instruments

The following three tasks were given to the subjects in order to answer the research questions posited earlier.

#### 1. Object-identification/naming task

The task consisted of 15 pictures of different objects taken from everyday life such as: *escalator, lift, pushchair, broom, vacuum cleaner*, etc. These objects were chosen because they represent real-life objects that learners encounter now and then in their houses, in streets, at shopping centers and at the university (Appendix I). The subjects were asked to say what the objects were and, if it was not possible, to name the exact target items. The subjects were asked to describe the pictures in any way they liked to get their message across to the listener.

#### 2. Picture story-telling task

This task was a series of six pictures taken from Heaton [11, pp. 33-34] that tell the story of an accident (Appendix II). The subjects were asked to tell the story, imagining that the researcher was their friend. The purpose of using pictures was to restrict the content of the learners' production without affecting the language used in telling the story. This task represents what we do in our daily life since we generally tell our friends about what happened to us or to others at work, while driving to work, etc.

#### 3. Role-play task

A foreigner who has just arrived in London for the first time is having some problems. He has met someone who has been in London for a long time and knows the city very well. The foreigner wants to solve his problems with the help of the resident. The subjects were guided with a chart that explained their roles (Appendix III). This task was taken from John Soars and Liz Soars [12, pp. 5-6]. The purpose of this task was to see how English majors perform language functions and how successful they are at passing and comprehending messages. They were given a chart that showed each partner the speech acts that he was supposed to perform. This was also done to control the content, not the language used. Learner A was given a chart to fill in the messages that he/she received from his/her partner. The purpose of this chart was to find out whether the listeners comprehended the information being transmitted to them or not.

### **Data collection procedure**

The main data of this study were taken from cassette-recorded performances of the three tasks: Object-identification/naming task, Picture story-telling task and Role-play task in English L2 and Arabic L1. First, the subjects were asked to perform all the tasks in their native language/Arabic, and then in the target language. This was done to make the subjects feel more relaxed since it is very easy for anyone to perform such tasks in his/her first language. They were audio-recorded in performing the three tasks in a private faculty office in the English Language Department. The procedure adopted in collecting the data for each task was as follows:

#### **Object identification/naming task**

First, the subjects were asked to name the objects in their native language, Arabic. It was done to make sure that the subjects understood all the pictures. During this task, the subjects were not given any feedback or help in order to ensure that none of the subjects would be helped more than the other and that our interference would not influence the language produced. The subjects' oral production in both languages was audio-recorded and transcribed for the purpose of the analysis.

#### **Picture story-telling task**

This task was an oral narrative concerning an accident in which the subjects were asked to assume the role of a witness telling the story to a friend who did not have any idea about it. The author was assumed to be their friend. The subjects' knowledge about the story was provided by a strip cartoon of six pictures taken from Heaton [11] (see Appendix II). Pictures were useful for the purpose of controlling the key events that we expected our subjects to produce. Besides, pictures are good for stimulating the subjects to produce language. The steps followed to perform the task were as follows:

1. The subjects were given three to four minutes to study the pictures and arrange their ideas.
2. The cassette recorder was switched on.
3. The subjects were asked to tell the story in English, but they were not given any help. They were asked to begin the story with "Yesterday...."
4. The subjects' oral production in both languages was audio-recorded and transcribed for analysis.
5. The researcher used key events that could be used as criteria against which we measured attempted and unattempted messages because each event is a message. (see Appendix V). The researcher did not provide verbal feedback while the subjects were telling the story in order not to influence the language produced.

#### **Role-play task**

In order to study the CSs used by both learners in asking and answering questions, the subjects were divided into pairs of the same proficiency level. They were asked to assume the roles of a stranger who has recently arrived in London

and someone who lives in London and knows it very well. The subjects were given a chart that explained their roles (see appendix III). Roles were explained to the subjects once again to make sure that they understood the situation. Learner A was given a chart to fill in the information that he got from his partner during the conversation (Appendix IV). The pairs were given a few minutes to prepare themselves for the conversation. The cassette recorder was switched on. Finally, they were asked to play the roles in English and their oral production in L1 and L2 was recorded and transcribed for analysis.

### Findings

The keywords, key events and speech acts that were expected to be produced by the subjects were prepared in advance. They were examined by three judges, the researcher and two native speakers of English, to decide how many keywords, key events and speech acts were attempted by the subjects, and whether their transmitted messages or bits of information were successful and comprehensible or not. When two of the judges agreed that an attempt was comprehensible, this attempt was considered successful.

#### 1. Object-identification task

In the object-identification task, all pictures were attempted due to the nature of the task. All the picture descriptions were studied to decide whether they were comprehensible or not. The following table shows the results:

**Table 2. Number of incomprehensible description instances**

Picture No.	Low level	Intermediate level	Advanced level
1	9	4	4
2	9	5	0
3	4	3	0
4	3	1	0
5	4	4	0
6	2	3	0
7	0	0	0
8	4	2	0
9	8	7	1
10	7	5	2
11	3	2	0
12	7	4	0
13	6	6	2
14	5	1	2
15	3	2	0
<b>Total</b>	<b>75</b>	<b>47</b>	<b>11</b>

The table shows that 75 attempts of the low-level learners' (of a total of 150 attempts) were incomprehensible and unsuccessful. In the cases of the intermediate learners, 47 attempts were incomprehensible. Apart from 11 attempts, the advanced learners' descriptions were comprehensible. The data also show that 10 pictures were attempted successfully by all the advanced learners and that their attempts were all comprehensible. All low-level and intermediate learners attempted picture 7 successfully.

### 2. Story-telling task

The following tables show the distribution of *unattempted key events* in the story-telling task for the three proficiency levels.

**Table 3. Distribution of unattempted key events by low-level subjects**

No.	Key event	Student number										Total
		1	2	3	4	5	7	7	8	9	10	
1	A boy was riding his bicycle.						√					1
2	A driver was driving very fast.		√									1
3	He honked the horn.	√	√	√	√	√	√	√	√	√	√	10
4	He knocked the boy off his bicycle.									√		1
5	The driver did not stop.			√		√		√				3
6	He set off (went) on his journey.											
7	The car broke down.	√										1
8	The boy rang the bell	√			√	√	√	√	√		√	6
9	He kept on without helping the car driver.											
<b>Total</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>24</b>

**Table 4. Distribution of unattempted key events by intermediate level subjects**

No.	Key event	Student number										Total
		1	2	3	4	5	6	7	8	9	10	
1	A boy was riding his bicycle.											
2	A driver was driving very fast.										√	1
3	He honked the horn.	√	√	√	√		√	√	√		√	8
4	He knocked the boy off his bicycle.									√		1
5	The driver did not stop.		√		√	√			√			4
6	He set off (went) on his journey.											
7	The car broke down.											
8	The boy rang the bell	√	√	√	√	√	√	√	√	√	√	10
9	He kept on without helping the car driver.											
<b>Total</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>24</b>

**Table 5. Distribution of unattempted key events by advanced level subjects**

No.	Key event	Student Number										Total		
		1	2	3	4	5	6	7	8	9	10			
1	A boy was riding his bicycle.													
2	A driver was driving very fast.													
3	He honked the horn.	√	√	√	√	√	√	√	√	√	√	√	√	10
4	He knocked the boy off his bicycle.											√		1
5	The driver did not stop.	√			√									2
6	He set off (went) on his journey.													
7	The car broke down.													
8	The boy rang the bell	√	√	√	√	√	√	√	√			√		9
9	He kept on without helping the car driver.													
<b>Total</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>22</b>

The above tables show that low-level and intermediate-level learners registered the same number of key events that were unattempted (a total of 24 cases each). The advanced level learners registered 22 unattempted key events. It is significant that the two key events which were unattempted by most learners were key events 3 and 8, which required deductive skills on the part of the learners since these two key events were not very clear in the pictures, except for the drawings for the sound of the horn and the bell.

After studying the key events attempted, it was found out that few learners transmitted incomprehensible messages. The following table shows the subjects whose attempts were incomprehensible.

**Table 6. Incomprehensible attempts in the story-telling task**

Student No.	Speech event No.
Low S3	8
Low S5	7
Low S10	4, 5, 6
Intermediate S5	3
Intermediate S10	7

It was found that the advanced learners' attempts were all successful and comprehensible. Some of the low-level learners' attempts, however, were neither successful nor comprehensible. They registered 5 incomprehensible messages transmitted by three learners. The intermediate level learners' attempts were all



successful and comprehensible except for two cases where two subjects transmitted one incomprehensible message each. The following are examples of the incomprehensible messages transmitted by the learners as decided by the native-speaker judges and the researcher.

1. he did not care ful er about er (5 sec) not careful about him and then he: *zammār, shu mana zamar?* (**tr:** honked the horn., what is the meaning of “honked the horn.”?)  
**Key event:** The driver honked the horn.
2. he's [lʌk] or see he's see the someone is er ,,,,,,, in the car e:r the car is em ..., have some ,,,,,, ((unintel)), ok?  
**Key event:** The car broke down.
3. em suddenly we are (6 sec) *shu maana sadam* (**tr :** what is the meaning of knock or hit?) ((laugh)) the car e:r the car about the bicycle er ,,,,,,, ((laugh))  
**Key event:** The driver knocked the boy off his bicycle.
4. the: car e:r ..., quickly about the street *ow* (**tr:** and)..., didn't [nau] ,,,,,, ((sigh)) [ʌndɔrsted ] about the bo:y how to: how to the e:r how to the help the boy. e:r the man the man of the ride of car we a:re e:r quickly about the street ..., *ow* (**tr:** and)  
**Key event:** The driver did not stop to help.
5. suddenly he saw..., e:r the owner of the cars ,,,,,,, e:r in this time the ca(r) the owner of the car wound wounded he wounded the: his car  
**Key event:** The car broke down.

It was sometimes difficult to decide whether the attempt matched the key event or not. The following is an example of a learner's interpreting the picture in his own way.

when the car come beside the er the boy  
with the bicycle the boy confused was  
confused and e:r he: flow in e:r he flow e:r  
and the car, ..., take it way

The native speaker judges interpreted this example as “The boy was confused and he fell down”. What was shown in the picture was that the driver knocked the boy off his bicycle. This is a case where it was difficult to tell whether the key event had been attempted or not. It could be a circumlocution strategy. Therefore, such examples had been considered as attempted key events. This attempt was therefore considered unsuccessful because the messages albeit transmitted, were incorrect and misleading.

The majority of messages transmitted by the English majors were judged to be comprehensible and successful. The translation of the Arabic utterances was taken out when the scripts were given to the native speaker judges to avoid influencing their judgement. Despite the use of various CSs (i.e. circumlocution and literal translation, approximation) to transmit messages, the following two examples were judged to be comprehensible and successful.

1. and the boy ,,,,,,will be continuous er ,,,,,, he is road .., after the: driver and he: is looking to him ,,,,,, er and er calling with he is bicycle {*pum, pum*} (( a sound used in colloquial Arabic to refer to the sound of the "horn"))
2. there is the driver e:r fixed my car because e:r ,,,,,e:r it er damaged er er..., so he er ..., don't interest er in the driver

The first example was interpreted by the two native speaker judges as "The boy went on his trip without helping the driver and he rang his bell." The second example was interpreted as " The driver was trying to fix his car because it broke down." Their interpretations matched the key events in the story-telling task.

### 3. Role-play task

In the role-play task, speech acts were decided in advance (Appendix VI) and given in a chart to the subjects (Appendix III). It was found that two subjects did not attempt the question on the working hours of the bank and, consequently, there was no response.

One learner (LS9) asked a question about accommodation, and his respondent, LS10, said everything about the accommodation except for its name. This could be because the learner, due to his low-level of proficiency, did not know that a "Student Hostel" is a type of accommodation. Another mistake that the same learner made was in communicating the cost of the accommodation when he read the numbers in the wrong way. This also affected the comprehension of his partner who was supposed to fill in the chart about the cost. He wrote "thirty thirty pounds", but it was thirty-three pounds. It seems that the second partner did not resort to confirmation checks because of his own weakness.

**LS9:** er ok. can you tell me: about it cost?

**LS10:** cost? cost about what?

**LS9:** about accommodation, how e:r?

**LS10:** how much it cost?

**LS9:** yes. thirty thirty a [baund] e:r a week.

Another learner (LS7) made a similar mistake, saying "thirty thirty pound" and it was written by his partner (LS8) in the chart as "30 30 a week". This is also evidence of the learners' weakness.

Sometimes it was difficult to decide whether a certain speech act was comprehensible or not. For example, in asking about a newspaper from the foreigner's country, 5 learners (2 low-level, 2 intermediate and 1 advanced) were content with asking questions that did not specify which type of newspaper:

1. em please, I would like er to: buy er em a newspaper from your country but I don't know er e:r where e:r
2. okay. I would like to buy a newspaper. can you help me e:r e:r to show the place can I buy? I don't know the place of this. if you know the [bleis] to buy. I can buy the newspaper in any place or?
3. yeah. okay. e:m could you please tell me about e:r newspapers here if they are available near here?

What the subjects were required to do was to ask where to find a place that sells newspapers from their native country, not British newspapers. But, these attempts could have been successful through negotiation of meaning and could lead to comprehension.

In order to decide whether the subjects, playing role B, were good at comprehension, two native speaker judges and the researcher studied the charts filled in by each subject. It was found that the low-level subjects registered a total of 8 incorrect pieces of information. That is, LS5 registered 4 incorrect pieces of information, LS7 registered one case and LS9 registered 3 incorrect pieces of information on the chart. Only one learner from the intermediate level (IS1) registered 1 incorrect piece of information on the chart. The advanced learners, however, did not register any incorrect information. This means that they comprehended all the messages received. As has been noted, the lower the language proficiency level of the subject, the higher the possibility of producing incomprehensible messages or not comprehending the transmitted ones. The results of this analysis showed that all the subjects, especially the advanced subjects, were good at comprehension despite resorting to communication strategies in their production. We can conclude also that advanced subjects were more successful at the tasks than low-level subjects.

### **Discussion**

There was a correlation between success in message transmission and the subjects' proficiency level. The higher the level, the more comprehensible and successful the messages will be. For example, in the role-play task, it was found that the advanced learners' attempts were all successful and comprehensible, but that some of the low-level learners' attempts were not comprehensible and therefore unsuccessful. The intermediate level learners' attempts were all successful and comprehensible except for two cases.

In the object-identification task, all the pictures were attempted due to the nature of the task. All the descriptions were studied to decide whether they were comprehensible or not. It was found that about 50% of low-level learners' attempts were not comprehensible and therefore unsuccessful (75 out of 150 attempts). With regard to the intermediate learners, 47 attempts (of 150) were incomprehensible, accounting for 31%. The advanced learners' descriptions were almost all comprehensible, except for 11 attempts.

In the role-play task, speech acts were decided in advance and given on a chart to the subjects. It was found that two subjects did not attempt the question on the bank working hours and consequently there was no response.

Sometimes, the success or failure of message transmission is related to the type of strategy used. For example, language switch proved to be an unsuccessful strategy when heard by the native speakers of the target language. These findings support Bialystok and Frohlich [5], who found that language switch was the least successful strategy used by their subjects.

Sometimes, the success or failure of message transmission depends on which subjects used which strategy. For example, circumlocution strategy was judged for one learner as successful and unsuccessful for another.

1. It's line use in e:r ,..., e:r used to em,....., to: er ..., general people
2. em,....., signs which are put under or in the street,....., it has ..., yellow color
3. e:r ..... a pacing er pacing e:r e:r for e:r,....., used for e:r ((cough)) ..., .....,white lines in the street in e:r in horizontal e:r er se (ting) e:r setting or vertical or horizontal *bilardh* (tr. Horizontal) e:r used for e:r er pacing the people of through the street.

The judges considered the first two examples unsuccessful and incomprehensible. But, the last one was considered to be successful and comprehensible. So, it cannot simply be said that a certain type of strategy was successful in making the transmitted message comprehensible and successful. This was also related to the learners' proficiency level and their available linguistic resources. If an advanced level learner used a circumlocution strategy, it would be successful in transmitting a comprehensible message, but if a low-level learner used the same strategy, it might be unsuccessful. This also supports Chen [6] who found that repetition was the least effective strategy because it did not add any new information. Chen also found that CSs used by high-proficiency learners were more effective than those used by low-proficiency learners.

### **Conclusion**

This study has had the following five major conclusions:

1. English language majors at Yarmouk University make use of communication strategies, such as literal translation, circumlocution, code-switching and avoidance to help them pass comprehensible messages to the listeners.
2. Even weak learners were good at transmitting comprehensible messages due to their use of communication strategies.
3. There is a relationship between the task being performed and message comprehension. For example, in the picture identification task, there were 133

instances of incomprehensible messages whereas there were 7 cases in the story-telling task and about 4 cases in the role-play task. Because the picture-identification task required difficult vocabulary, many of the transmitted messages were incomprehensible.

4. There is a relationship between the learners' proficiency level and message comprehension. For example, low-level learners in the object identification task registered 75 incomprehensible cases, whereas intermediate learners registered 47 cases and the advanced 11 cases. Most of the registered unsuccessful attempts were produced by low-level subjects, 50% whose attempts were a failure.
5. This study suggests that about 90% of the messages transmitted were found to be comprehensible and successful because of the learners' use of CSs. The use of CSs is a means of solving communication problems with the aim of passing comprehensible messages to the interlocutor. About 97% of transmitted messages in the role-play and story-telling tasks were judged as comprehensible and successful as a result of the use of CSs, but this depended on the learners' proficiency level. This means that the use of communication strategies helped the subjects to communicate their messages effectively and successfully. About 73% of the subjects' descriptions in the object-identification task were judged as comprehensible and successful.

To conclude, since the results of our research showed that even weak learners were good at transmitting comprehensible and successful messages, which is probably a result of the use of communication strategies, university students and school learners should be aware of these strategies and of their value. The learners should be encouraged to take risks and use CSs since they help them to communicate information successfully.

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## Appendixes

### Appendix I

#### Object-identification Task (Keywords)

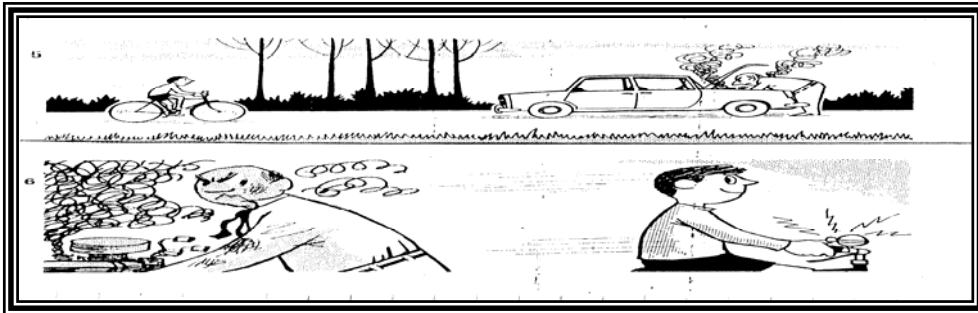
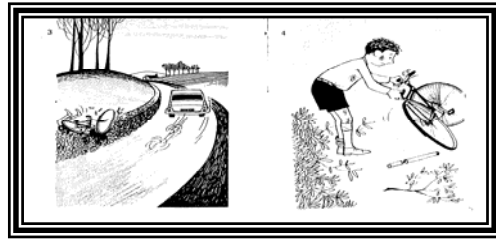
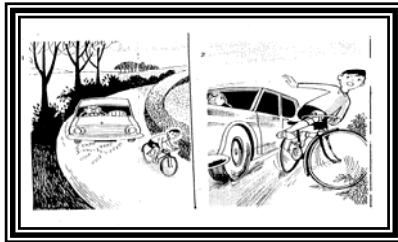
The subjects were asked to identify the following objects in 15 pictures

##### Picture No.

- |  |  |
|--|--|
| 1. Vending machine   | 8. Lift/elevator                       |
| 2. Detergents  | 9. Escalator                           |
| 3. Pushchair   | 10. Baby walker                        |
| 4. Hoover/vacuum cleaner   | 11. Cutlery                            |
| 5. Broom   | 12. Zebra crossing/pedestrian crossing |
| 6. Fire extinguisher   | 13. Chandeliers                        |
| 7. Telephone booth / call box /<br>public phone / public telephone | 14. Speedometer                        |
|  | 15. Thermometer                        |

### Appendix II

#### Picture Story-telling Task



### **Appendix III**

#### **Role-play Task**

##### **Role ( A )**

You have just arrived in London for the first time.

**You have come for a holiday and to learn English. London seems a little strange and you need to ask for help.**

**These are some of your problems:**

**You may ask for more information about the address, telephone, etc.**

1. You need to change some traveller's cheques, but you don't know where to find a bank, or what time the banks open and close.
2. You need to buy some stamps and postcards.
3. You would like to buy a newspaper from your country.
4. You want to find a good English language school.
5. You want to ask about accommodation and how much it costs.
6. You meet someone who lives in London and who seems friendly, so you ask for information.

Prepare what you are going to say.

**Role (B)**

You live in London and know it quite well. You meet a foreigner who has just arrived, and who seems to have some problems.

**Look at the information here and try to help him/her.**

Barclays Bank  
**Opening hours**  
**Mon – Fri 9:30 –3:30**  
**Closed all day Saturday**

**RACHMAN'S INTERNATIONAL  
NEWSAGENTS**  
**For all newspapers.** If we haven't got it, we'll get it.  
**Also cigarettes, confectionery, gift shop souvenirs.**  
 174 **Bank Street** opposite the police station

**HIGH STREET  
 POST OFFICE**  
**Opening hours**  
 Mon. 9.00 – 5.30  
 Tue. 9.00 –5.30  
 Wed. 9.00 – 1.00  
 Thu. 9.00 – 5.30  
 Fri. 9.00 – 5.30  
 Sat. 9.00 - 1.00

**International School**  
 Do you want to learn English from experts?  
**Come to**  
 106 Dover Street, **W 1** for tuition, social programme, and accommodation or phone 491 2596

**Student Hostel**

We have good, cheap rooms for students. Single, double, share from £33 a week. Come and see us at **278 Tottenham Court Road** anytime day or night.  
**Tel: 325 6789**



**Appendix IV**

**Role (A) Student's Sheet**

**Please fill in the following chart during the conversation.**

**Name of the Bank**

**The Bank's Opening  
and Closing Hours**

**Name of the  
Post Office**

**Name of the Newspaper  
Agency**

**Name of the School**

**Name of the  
Accommodation**

**Cost of Accommodation Per Week**

**Appendix V****List of Key and Subsidiary Events in the Story-telling Task****A. Key Events**

1. A boy/a cyclist was riding his bicycle.
2. A car driver was driving very fast.
3. He honked the horn.
4. He knocked the boy off his bicycle.
5. The car driver did not stop.
6. He set off on (continued) his journey.
7. Then the driver's car broke down.
8. The boy rang his bell
9. He kept straight on without helping the car driver.

**B. Subsidiary Events**

1. The road was narrow.
2. The boy fell down.
3. The boy was unhurt.
4. The boy fixed his bike.

## **Appendix VI**

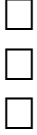
### **List of Speech Acts in the Role-play Task**

#### **Student A**

1. Inquiring about where to change cheques.
2. Inquiring about time when banks open and close.
3. Inquiring about where to find stamps.
4. Inquiring about how to get a newspaper from his country.
5. Inquiring about an appropriate school for him to learn English.
6. Inquiring about accommodation.
7. Inquiring about the cost of accommodation.

#### **Student B**

1. Information about the bank: name.
2. Information about working hours of the bank.
3. Information about where to find stamps and post cards.
4. Information about Rachman's International Newsagents.
5. Information about an appropriate school
6. Information about accommodation.
7. Information about the cost per week.



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(قدم للنشر في ١٥/٨/١٤٢٥ هـ؛ وقبل للنشر في ٣/٢/١٤٢٦ هـ)

**ملخص البحث.** تبحث الدراسة التجريبية الحالية العلاقة بين مستوى متعلمي اللغة الإنجليزية كلغة ثانية ونوع النشاط الصفي وبين قدرتهم على إصدار عبارات مفهومة إلى مستمعهم. وللتأكد من أنه حتى متعلمي اللغة ضعاف المستوى يستطيعون التعبير بطريقة مفهومة بالرغم من محدودية قدراتهم اللغوية وذلك باستخدام استراتيجيات المحادثة المختلفة، تم اختيار عينة تتكون من ٣٠ طالب وطالبة من قسم اللغة الإنجليزية (تخصص) في جامعة اليرموك بالأردن، وطلب منهم تنفيذ ثلاثة أنشطة صافية: سرد قصة من خلال صور، التعرف على مسميات أشياء محدودة من خلال صور، والقيام بأداء حوار محدد الموضوع.

تم تسجيل ووصف وتحليل أداء عينة الدراسة في الأنشطة الثلاثة. بينت النتائج أن التعبير بطريقة مفهومة ونقل المعلومات يختلف حسب قدرة الطالب أو الطالبة في اللغة الإنجليزية ونوع النشاط الذي يؤديه. تدعم النتائج الحالية الفرضية القائلة أن ضعاف المستوى من متعلمي اللغة الإنجليزية يستطيعون التعبير بطريقة مفهومة والتحاور بشكل ناجح عن طريق استخدام استراتيجيات المحادثة المختلفة بالرغم من محدودية قدراتهم اللغوية.

