Effect of Strategy Training on Oral Performance

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Introduction

Communications strategies are crucial to overcome oral problems and enhance effectiveness of language interaction as suggested by educational researchers. Learners use CSs during language operations while they are aware of their effect and can control over their selection and use (Ya-ni, 2007; Manchón, 2000; Faucette, 2001; Mei, 2010). Therefore, researchers encourage training on using CSs and they claim that they lead to effective communications. Maleki (2007) argued that teaching communication strategies is pedagogically effective and conducive to language learning. According to him, language teaching materials with communication strategies are more effective than those without them. It is worth mentioning that Faucette (2001) proved the benefits of teaching CSs through observing the popularity of CS instruction since the early 1990s in the EFL situation in Japan.

Communication strategies used by EFL learners are measured by Oral Communication Strategy Inventory developed by Nakatani in Japan according to Huang (2010). It consists of two parts. The first handles speaking problems and examine eight categories of strategies: social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alternation, nonverbal strategies while speaking, message abandonment, and attempt to think in English. The second deals with listening problems and consist of seven categories:
negotiation for meaning while listening, fluency-maintaining, scanning, getting the gist, nonverbal strategies while listening, less active listener, and word-oriented.

**Context of the problem:**

EFL learners face oral communication problems at the English departments in Palestine according to Firwana (2010) and Abu Alyan (2013). These problems include lack of exposure to the target language, lack of vocabulary and incorrect pronunciation. Learners fail to speak fluently despite spending long years learning the foreign language. The majority of students do not use English in their daily communications and they lack the confidence to speak English fluently. They do not have enough control over the foreign language which results in frequent communications breakdowns.

The problem of oral communications has not received much attention and it is still inadequate and unsystematic in Palestine. Therefore, the researcher agrees with other researchers who suggest teaching communication strategies for a number of reasons. Firstly, Palestine is a monolingual language and there are no real opportunities to practice the foreign language. Secondly, speaking a foreign language effectively is a continuous task and needs long time to happen. Thirdly, transferring the communicative competence of the mother tongue and developing it while using the foreign language is possible and beneficial as proved in previous studies.

To the best of the researcher's knowledge, no one has studied the effect of CS instruction on developing oral performance in Palestine. According to research, strategy instruction led to improvement in foreign language oral
communications which addressed the need for designing strategy training programs to help learners overcome communication breakdowns. Therefore, the present study investigated the effect of the strategy training on overcoming communications breakdowns.

**Statement of the Problem**

Palestinian learners face communicative difficulties and lack the basic skills necessary for speaking English fluently. In an attempt to solve this problem, the researcher designed instructional program based on the communicative approach to investigate the effect of strategy training on developing oral communications.

**Questions of the Study**

The study attempted to answer the following questions:

1. to what extent does training on communications strategies increase the frequency of using these strategies by EFL Students at the faculty of Education in Palestine?
2. what is the effect of communication strategy training on EFL students' oral communications?

**Literature review**

Communication strategies have been the center of attention in second language research since the early 1970’s for their importance in developing learners' oral fluency. Dornyei says: "Some people can communicate effectively in L2 with only 100 words. They use their hands, they imitate the sound or movement of things, they mix languages, they create new words, they describe or circumlocute something they don’t know the word for" (Harris, 2001:51). The concept of CSs was introduced by Faucette (2001:1) as the way in which an individual speaker manages to compensate for this gap between what she
wishes to communicate and her immediately available linguistic resources.

Following most researchers, communication strategies are systematic techniques, attempts, plans or problem solving devices employed by speakers to reach a communicative goal or to solve a problem or a difficulty and to encounter the imbalance of language production. According to Khan (2010:65), communication strategies are related solely to oral communications and they are included in language learning taxonomies or regarded as separate from them. She followed the efforts had been done by researchers by the end of the last century to define, classify and discuss the term of communication strategies which still receives the same interest in recent research. Faucette (2001), Nakatani, (2005), Dobao & Martinez (2006), Rabab’ah, & Bulut (2007), Yang & Gai (2010), Maleki (2010), Mei (2010), Tian (2011) and Somsai & Intaraprasert (2011).

There is a wide consensus on considering CSs as conscious plans for solving a problem in a particular communicative goal. However, researchers are still not in complete agreement on the concept of communication strategies. Karimnia & Zade (2007:288) considered defining CS rigorously as a difficult task, but they provided the insights into the nature of CS that have been stated by other researchers represented in two points. The first refers to learners' attempt to bridge the gap between their linguistic competence in the target language and that of the target language interlocutors. The second represents the conscious employment by verbal or non verbal mechanisms for communicating an idea when precise linguistic forms
are for some reasons not available to the learner at that point in communication.

**Taxonomies of communication strategies**

Different kinds of CSs taxonomies, most of which are rather similar, were suggested in related literature. Researchers have proposed new taxonomies of CSs from time to time. It means that there is no generally agreed taxonomy of communication strategies. Kaivanpanah & Yamouty (2009:33) say: "Through the years, there have been different approaches to conceptualizing and defining CSs; as a result, various definitions of CSs have been suggested in the literature and different taxonomies of CSs have been developed". Somsai & Intaraprasert (2011:86) justified the differences between typologies to the principles of terminology and categorization of different researchers. This means that there is no agreement yet for CS types and classification. Maleki (2010:640) suggested two approaches to the analysis and classification of communication strategies: the first is the linguistic or interactional approach while the second is the cognitive approach that is placed within psycholinguistic framework and more learner-centered.

Therefore, various typologies have been proposed by researchers. Yang & Gai (2010:46) concluded that almost all the classification systems divide communication strategies into the following groups: (a) communication strategies related to successful language learners; (b) communication strategies based on language functions; (c) communication strategies based on native language and the second language; (d) communication strategies related to communication goals and means; and (e) Faerch &
Kasper’s classification from the perspective of psycholinguistics. In brief, various taxonomies have been suggested by different researchers. As Kongsom (2009:32) says: "Over the years there have been about 9 key taxonomies of CSs that emerged from 33 types of CSs."

Reviewing the typologies revealed that although researchers differed in their classification of CS, their typologies included some or most of the following strategies: approximation, word coinage, circumlocution, topic avoidance, message abandonment, semantic avoidance, message reduction, literal translation, language switch, appeal for assistance, time gaining strategies, self repair, non linguistic strategy, repetition and modification devices.

**Teaching of Communication Strategies**

Using different types of communication strategies is affected by problems and difficulties of using the foreign language in real communications. Language learners lack the exposure to authentic language and they are afraid of making mistakes. However, Somsai & Intaraprasert (2011) suggested that learners can significantly improve their communicative competence by developing their ability to use CSs or strategies for coping with face-to-face oral communication problems. Yang & Gai (2010:57) listed the benefits of CSs to language learning in the following: (a) help to keep communication channels open and increase a learner's language input. (b) encourage hypothesis formation and automation. (c) constitute communicative competence and learner autonomy.

Language educators always seek ways to support learners in their struggle to communicate effectively and
easily using the foreign language. Despite their huge efforts, success depends on the learner as an active participant. Cohen& Li (1996:6) recommended strategies-based instruction as a learner-centered approach to teaching that has two major components: (a) students are explicitly taught how, when, and why strategies can be used to facilitate language learning and language use tasks, and (b) strategies are integrated into everyday class materials, and may be explicitly or implicitly embedded into the language tasks. In addition, Tian (2011:21) suggested that communicative language teaching should not just aim to teach learners the language they need in communication, but also the communication strategies to manage interaction in English. According to him, explicit strategy instruction is acknowledged to be effective in raising learners’ awareness and equipping them with the strategic competence to solve interaction difficulties and improve their performance.

It has become popular to teach communication strategies and many researchers advocate this point for developing strategic competence. Faucette (2001) presented an argument in favor of teaching CSs and materials available for implementing strategy instruction in the classroom. To support his point of view, he compiled a collection of interesting and effective activities and resources for teachers of CSs by surveying a sample of ELT books. The results seemed to be disappointing as the researched textbooks offered few effective practice activities to develop communication strategy competence. Suggestions were to design more high quality and relevant materials to teach communication strategies.
Effective learning of strategies can be achieved through certain processes. Williams (2006) outlined those processes in the following steps: (a) raising student awareness by providing opportunities for practice and evaluation. (b) explaining strategies and the purpose of learning them. (c) naming and defining specific strategies and explaining when and how to use them. (d) providing separate class activities as well as integrating with regular classroom language training. (e) reflecting and evaluating the effectiveness of learning.

**Studies on Communication Strategy Training**

For the importance of communication strategy training (CST), previous research has attempted to confirm its effectiveness in improving the oral fluency among FL interlocutors. According to Ahmadian & Yadgari (2011:2), studies on communication strategies go back to Selinker in 1972 who considered using communication strategies as one of the five central psychological processes of interlanguage in second language acquisition.

A study done in Canada by Rossiter (2003) investigated the effect of communication strategy instruction on strategy use and second language performance. Results showed a direct effect in favor of the communication strategy condition on a range of strategies used. A year later, Lam (2004) examined the effects of oral communication strategy training on learners' performance and on strategy use in Hong Kong. The findings showed that the treatment group outperformed the comparison. L2 learners tended to rely on using strategies in oral communication tasks.

In another study, Wen (2004) investigated the effects of CS training of six Chinese learners of English at university
level. Findings also proved that it was possible to help learners develop both the quantity and quality of some CS and to avoid communication breakdowns through this training. In the same vein, a study was done by Mei (2004) showed that students' use of CSs was influenced by task type and English proficiency level.

Also, In Japan, Nakatani (2005) examined the teachability and use of current patterns of oral communication strategy use in addition to the extent to which strategy use can lead to improvements in oral communication ability. The findings revealed that participants in the strategy training group significantly improved their oral proficiency.

In Vietnam, Le (2006) conducted a case study to examine the effects of teaching CSs to learners of English. The results showed that fostering communication strategies of language help learners to improve their strategic competence and might enhance their fluency in language use. In addition, Brown (2011) investigated the efficacy of teaching communication strategies using a quasi-experimented design. Findings of the study revealed significant effects of using paraphrases. For the same purpose, six studies were conducted in Taiwan by Lin (2007), Kongsom (2009), Somsai& Intarapraser (2011) and Teng (2012) and in Iran by Maleki (2007) and Tavakoli et al. (2011). Findings of the previous studies proved success and positive perceptions regarding teaching CSs.

**Critical analysis of previous research**

It seems that investigating communication strategies has received much effort and a lot of research was conducted internationally. Links between strategy training and oral
fluency were explored along the past four decades in different countries: Japan, Canada, China, Taiwan, Hong Kong, Iran and Vietnam. Despite being conducted in different places and used various populations, most of the studies proved success and significant effect of training on developing the learners oral fluency. Researchers suggested developing the use of CS as a solution to cope with the difficulties facing the learners. Not only did they advise to use strategies in every day classroom language but they also suggested designing relevant materials to teach CS. In parallel with training on using CSs, researchers encourage EFL learners to expand their linguistic resources and use available opportunities to interact in real communications. They also stressed the important role of teachers in raising the students' awareness of using CSs. It seems that results of research on communication strategy teaching are encouraging and they have highlighted the impact of training on learners' awareness to use and develop the use of communication strategies.

**Purpose of the study**

The purpose of the study was to investigate the effectiveness of strategy training on increasing the use of communication strategies and improving oral communications.

**Hypotheses of the study**

There are significant differences between the scores of the experimental group on the pre and post-test in the frequency of strategy use due to the strategy training. There are significant differences between the scores of the experimental group on the pre and post-test in oral communications due to the strategy training.
Definitions of terms

Communication strategies: They are the techniques used by EFL learners to solve the problems that hinder them while they are performing the oral tasks. The techniques used in this study include seven strategies: approximation, topic avoidance, borrowing, appeal for assistance, time gaining, self-repair, and modifications.

Oral performance: it refers to the interaction between two interlocutors about a certain topic using English language. It was measured in this study by rate of speech.

Significance of the study

This study was hoped to be significant for the following reasons:

This study may clarify the effect of strategy training on FL oral performance in the light of the inconsistent results of research.

This study may provide a model for using communication strategies as a beneficial reference of teaching materials.

It may guide educators to deal with obstacles and difficulties that hinder effective communications.

Limitations of the study:

The present study proceeded within the following delimits:

The study was implemented in Gaza Strip which is isolated from the other parts of Palestine. Therefore, results of the present study can be generalized only within the population of Gaza universities.

The communication strategies used in this study were limited to seven strategies as follows: approximation, topic
avoidance, borrowing, appeal for assistance, time gaining, self-repair and modifications.

**Method and procedures:**

**Participants:**

The participants of the study consisted of 36 fourth year EFL undergraduates. They ranged in age from 21 to 22 years old. Each student had completed eight years of English study at school prior to entering the faculty. The 36 participants shared in the strategy training. Among them, 17 participated in the pre and post-tests.

**Instruments of the study:**

Instruments used in this study were an oral fluency test and strategy training program.

**First instrument: Oral fluency test:**

The oral fluency test was used before and after the strategy training to measure the effectiveness of the strategy training. It was constructed based on El Hilaly's oral fluency test (2001), Nakatani's simulated authentic conversation tasks (2005), and Khan's oral communication tasks (2010). The oral fluency test had three communicative tasks consisting of a number of different topics to choose from and talk about in three minutes for each one. The first task included the following points: place of birth, the place they want to travel, elections, future plans, books they had read and their feelings towards recent changes in the world. The second task included abstract themes which were defined by participants: time, school, success, childhood, academic life and future. In the third task, students described caricatures handling different topics of their concerns and life problems: social, political, religious and even humorous. For example, hope, Ramadan, worries
about exams, TV programs which arouse conflict and different points of view, equality, poverty, human rights and conflicts among nations in the world.

Second instrument: Strategy Training Program

Program of the strategy training constructed by the researcher is based on previous studies and recent research that supported and advocated the teaching of communication strategies. Designing the training program followed ID model as follows: (a) setting the goals of the program. (b) examining learner characteristics. (c) stating instructional objectives for the learners. (d) identifying subject content and task components that are related to instructional goals. (e) designing activities for each strategy. (f) selecting resources to support learning activities. (g) identifying the roles of the researcher and the learners. (h) planning instructional delivery. (i) sequencing content within each unit to sustain logical learning. (j) defining instructional aids. (k) developing evaluation instruments.

Content of the designed lessons was chosen from previous research, articles, newspapers, books, websites and everyday life dialogues. Activities were based on a collaborative work among the participants where they practiced pair and group work. Students learned seven communication strategies through nine lessons during the second semester in the academic year 2012 / 2013. The first lesson was an introduction of the communication strategies in general while the last one was a revision of what had been learned during the strategy training.

Validity and reliability of the instruments

The oral fluency test and the training program were checked by a jury of EFL professors and instructors. In the
light of comments and corrections, modifications were done by the researcher. The jury appreciated the diversity of themes and the construction of lessons. The oral fluency test was piloted with a small group of the whole population of this study. Difficulty, ambiguity and misunderstanding were eliminated. Also, time and procedures were estimated. The reliability of the coefficient for the oral fluency was .81 indicating acceptable reliability.

**Statistical Analysis**

The study used a multi-method approach to examine both qualitative and quantitative data to get general information in addition to in depth details concerning EFL learners' use of communication strategies, and oral performance. Recorded data were coded to identify the communication strategies used by each participant in the performance of the three tasks. To measure the use of communication strategies, a list of communication strategies was provided. Development of the list was based on previous studies and literature review. Speech samples were analyzed in the pre and post-tests. The quantity of speech production was counted by the number of words, and duration of the speech. Frequency of CSs' use and rate of speech were identified. Comparative analysis used Wilcoxon Signed Ranks Test to find differences between scores before and after the strategy training.

**Presentation of Results and Discussion**

Table (1) Wilcoxon test results comparing the pre-test vs. post-test means in using approximation strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre</th>
<th>post</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>approximation</td>
<td>Mean R.</td>
<td>Sum R.</td>
<td>Mean R.</td>
<td>Sum R.</td>
</tr>
<tr>
<td></td>
<td>6.00</td>
<td>12.00</td>
<td>6.60</td>
<td>66.00</td>
</tr>
</tbody>
</table>
Approximation: Participants used approximation strategy more frequently after passing the strategy training. Students used alternative terms and synonyms. Students increased their use of this strategy comparing to their scores in the pre-test' tasks. Students' success of using this strategy can be explained by their efforts to learn more vocabulary in order to use them when necessary.

"My dream but now when I become bigger or older". "And the last and the fourth and last student or final student presented Arab world countries". "There is a caricature discussed the big issue or the big problem or tourney issue"

Table (2) Wilcoxon test results comparing the pre-test vs. post-test means in using topic avoidance strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre</th>
<th>post</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic avoidance</td>
<td>Mean R.</td>
<td>Sum R.</td>
<td>Mean R.</td>
<td>Sum R.</td>
</tr>
<tr>
<td></td>
<td>8.50</td>
<td>34.00</td>
<td>7.82</td>
<td>86.00</td>
</tr>
</tbody>
</table>

Topic avoidance: Students used topic avoidance strategy in both pre and post-test. Using this strategy after passing the strategy training did not increase significantly. The students stopped talking many times and they could neither go on nor change the topic. Effective use of topic avoidance strategy requires particular skills referring to the communicative and linguistic skills in using the target language in addition to personal qualities. Therefore, being intelligent and having good command of the target language will enable the learners to ignore the unwanted topic and lead the dialogue to a different direction.

"Money …ee well . money is we know …. Today we need to school just the eeee perfect thing then we can buy some things yeah ee not like the others . I I ee yani adi"."I'm
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going to talk about human rights. it eeeee is a concept it is a concept that eee"

Table (3) Wilcoxon test results comparing the pre-test vs. post test means in using borrowing strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre Mean R.</th>
<th>Sum R.</th>
<th>post Mean R.</th>
<th>Sum R.</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borrowing</td>
<td>6.80</td>
<td>34.00</td>
<td>8.60</td>
<td>86.00</td>
<td>1.530</td>
<td>.126</td>
</tr>
</tbody>
</table>

**Borrowing**: Participants' use of borrowing strategy was limited to language switch as they used the native language without translation. This reflects the low level of linguistic and communicative ability among EFL learners. They were unable to maintain the linguistic context of the target language for overcoming the communicative problems.

"About exams, next month inshallah" "m it is the same yani all the universities in Gaza the same" "and another dream is to visit al mmadeena al munawarra to do the eee el haj ""He is playing chatearange and eee eeee in Ramadan playing chatearange in Ramadan."

Table (4) Wilcoxon test results comparing the pre-test vs. post test means in using appeal for assistance strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre Mean R.</th>
<th>Sum R.</th>
<th>post Mean R.</th>
<th>Sum R.</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal for assistance</td>
<td>6.00</td>
<td>24.00</td>
<td>7.44</td>
<td>67.00</td>
<td>1.615</td>
<td>.016</td>
</tr>
</tbody>
</table>

**Appeal for assistance**: Students asked for help when they had met difficulties in understanding the message. They asked for repetitions or explanations. Using this strategy kept the channel of communications open and helped the speakers to follow their conversations. Participants increased their use of this strategy as a result of practice in the strategy training.

" what did you say ? do you mean what I do ……"
"Can you say it again? I do not understand .."

Table (5) Wilcoxon test results comparing the pre-test vs. post test means in using time gaining strategy

<table>
<thead>
<tr>
<th>strategy</th>
<th>pre</th>
<th>post</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time gaining</td>
<td>Mean Ra. 4.75</td>
<td>Sum Ran. 19.00</td>
<td>10.31</td>
<td>134.00</td>
</tr>
</tbody>
</table>

**Time gaining strategy:** Students used this strategy to gain time when they had faced difficulties in communications. They included pause fillers, gambits, short utterances and hesitation devices. Data demonstrated that this strategy was the most used by participants in the pre-test and the post-test. It is worth mentioning that the utterances "eeeeee, um, uh" were the most frequent used by students.

"actually, I discovered I have no talent, but I love do some, yes, I love do actually a lot of some things cooking eee yyyee. "I think the challenges that eeee u know eee the way u are u deal with students."

Table (6) Wilcoxon test results comparing the pre-test vs. post test means for in using self repair strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre</th>
<th>post</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self repair</td>
<td>Mean Ra. 5.10</td>
<td>Sum Ran. 25.50</td>
<td>8.19</td>
<td>65.50</td>
</tr>
</tbody>
</table>

**Self repair:** Students corrected themselves or changed their words when they realized that they had used incorrect vocabulary or structures. Frequency of using this strategy increased after passing the strategy training due to the participants' awareness of their mistakes and they became more confident and able to pay attention and correct them. "I love them so much and ee my life won't be beautiful, does not be beautiful ee without him, without them."
"because it is my capital. It is the capital of my country."
"but actually there were there was a lot of happy things."

Table (7) Wilcoxon test results comparing the pre-test vs. post test means in using modification strategy

<table>
<thead>
<tr>
<th>Strategy</th>
<th>pre</th>
<th>post</th>
<th>Z</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modifications</td>
<td>Mean R.</td>
<td>Sum R.</td>
<td>Mean R.</td>
<td>Sum R.</td>
</tr>
<tr>
<td>5.93</td>
<td>41.50</td>
<td>9.81</td>
<td>78.50</td>
<td></td>
</tr>
</tbody>
</table>

Modification devices: Students used different modification devices to solve communication difficulties. They included repetitions, explanations, clarifications, confirmations and cues. Participants increased their use of those strategies but not significantly. This can be due to their lack of basic skills of communications that can be gained by adequate exposure and use of the target language in real situations.

"What I want to be in the future? yes. I want to be or I have dream in my ee my mind to be as a famous translator."
"Take the money from the poor people from the poor people. Of course there is a poor people in the world."

The above tables (1-7) present z and significance of seven strategies used by the students in the oral tasks. The results indicated significant differences at 0.05 level in using the strategies of approximation, appeal for assistance and time gaining between the mean scores of the experimental group on the pre-test and post-test in favor of the post-test. as z = (2.324, 1.615, 2.726), p = (.020, .016 .006). There were no significant differences in using the strategies of topic avoidance, borrowing, self repair and modifications.

Table (8) Wilcoxon test results comparing the pre-test vs. post test means for the experimental group in the rate of speech
The above table presents the medians and sum of ranks of rate of speech in the pre-test and post-test. Results indicated a significance difference $z = (3.053)$, $p = (0.002)$. The sum of ranks in favor for the post-test was (141.00), while the sum of ranks in favor of pre-test was (12.00). According to this result, strategy training could make significant contribution to oral performance.

**Discussion:**

The results of the study proved that the strategy training was successful in developing oral performance. Findings from the oral tasks demonstrated positive changes in the participants' use of strategies, and rate of speech as a result of the strategy training. The results revealed that students' training on using the communication strategies helped them to improve their ability to produce more vocabulary. As an outcome of their awareness during strategy training, participants turned to achieve more in producing longer and more meaningful utterances.

Students' achievement in increasing their rate of speech after receiving the strategy training was clear enough to indicate a sign of success in this regard. The participants acquired certain skills that enabled them to speak at a better rate of speech. It means that the participants benefited from the time of training in gaining new knowledge and skills. Participants improved their oral scores after passing the strategy training. According to the correlations between the pre and post-test scores, strategy training succeeded to cause positive and effective influence on the rate of speech.
For the effect of the strategy training on increasing the use of communications strategies, the limited success in this area can be justified by the achievement in the oral fluency in this study. Two main obstacles may hinder EFL students' from using the CSs successfully. The first refers to the EFL students' linguistic knowledge and vocabulary which are not enough to establish effective communications. The second refers to the sufficient length of time. Thus, it is important to investigate all circumstances and conditions necessary for the success of training.

Another possible explanation of this result is the differences between languages which result in the overlapping of strategies between the mother language and the target language. It means that some strategies are acquired at an early age, so they are closely related to the mother tongue and it is difficult to change them later. In this case, research investigating the instruction of strategy training should include the mother language and the foreign language on the same population followed by comparisons between languages. However, training on using those strategies proved to be important and led to positive effect on enhancing the oral abilities and solving speaking difficulties among EFL learners.

These results are in agreement with number of studies which varied in their judgment of the effectiveness of strategy training in developing oral fluency and increasing the use of CSs. A number of studies proved the positive effect of strategy training on oral fluency: El Hilali (2001) indicated that communication strategy could make positive contribution to the rate of speech and amount of talk. Wen (2004) proved that it was possible to help learners develop
both the quantity and quality of some CSs and to avoid communication breakdowns through this training. Maleki (2007) indicated that not only is teaching CSs pedagogically effective but also it has a significant effect on the functional use of language. Kongsom (2009) pointed out that the explicit teaching of communication strategies raised students' awareness of strategy use and promoted the use of taught communication strategies. Kaivanpanah & Yamouty (2009) concluded that teaching communication strategies is pedagogically effective and Tavakoli (2011) supported strategy instruction for enhancing oral communications.

On the other hand, some researchers claimed that strategy instruction appeared to have little overall impact on learners regarding second language performance as Rossiter (2003). Le (2006) also suggested that fostering communication strategies of language learners might help improve their strategic competence and might enhance their fluency in language use. Khan (2010) also indicated that prescribing particular strategies to learners or warning learners not to use strategies would not be an advisable approach as there was no direct linear relationship between individual strategies and spoken proficiency. Furthermore, Nakatani (2005) confirmed that the participants’ success was partly due to an increased general awareness and use of oral communication strategies.

Conclusions
The following conclusions have been reached:
1. Strategy training is effective in developing oral fluency among Palestinians' students at the Faculty of Education.
2. Teaching communication strategies proved success on improving oral communications. It also established a
ground for research in communication strategies and the field of EFL communications.

3. Rate of speech and three CSs were improved due to the experiment. They scored high frequency after passing the strategy training.

4. Communication strategies can be classified to L1 and L2 strategies. Students have no problems in using L1 strategies as body language and some time gaining strategies. Students failed to use effectively some FL strategies as circumlocution, self repair and word coinage.

**Recommendations of the study:**

**The study highlighted the following recommendations:**

1. The Cs training is recommended to be generalized as a framework for developing oral English language skills.

2. Opportunities for real communications should be created in order to involve learners in interactions and cultural dialogues with the speakers of the target language.

3. Relevant materials should be designed to provide adequate training focusing on achievable strategies as circumlocution, word coinage and approximation.

4. Research of CS is needed to be expanded using technology and internet communicative websites and other similar available resources.

5. Testing system needs to take into consideration the components of oral performance as essential criteria for passing exams. This will encourage EFL learners to give more attention to oral skills.
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