

UDC 378

**THE USE OF COMMUNICATION STRATEGIES IN  
ENGLISH LANGUAGE EDUCATION**N.O. Abdullayeva<sup>1</sup>*Abstract*

The article discusses the use of communication strategies in language education.

*Key words:* communication, strategy, language education, students, English course, topics, discuss.

In recent years, teachers and course designers have focused on addressing learner's real-world language –learning needs and objectives. In the past, many general English courses focused on providing students basic interpersonal communication skills (BICS) (Cummins 1981) that would allow them to interact with other English speakers in informal setting for simple informational or phatic purposes.

For students learning English in a foreign language context, these BICS exchange would presumably occur when they travelled to another country or when tourists visited the EFL students 'own countries. For many learners –especially those from locations rarely visited by foreign tourists –this presumption is obviously problematic. In practice, students in such settings have very few opportunities to use English outside the classroom. As a result, these students see little reasons why they should learn “general «English and, as a result, often fail to do so.

With the increasing globalization of education, however, learning English has acquired new relevance for many students. This process of globalization is especially true at the undergraduate and graduate levels, but has also become relevant to learners at other points in their educational careers. Even for learners who may never actually study at an English –medium school or university, the prevalence of learning materials and scholarly information published in English means that the language is relevant for anyone who wishes to pursue an advanced level of education (Hyland 2006,2009; Snow and Uccelli 2009;Tardy 2004).

Communication strategies have five main categories and a number of subcategories which add up the following list:

**A. Paraphrase**

Paraphrase includes these subcategories which are:

(a)Approximation :The use of such native language (L1)vocabulary items or structures ,that the language learner is aware of not being correct ,but which shares certain semantic features with the desired item ,thus satisfying the speaker' intention (e.g. a big rock instead of boulder ,or pipe instead of water pipe)

(b)Word coinage: The learner is making up a new word-most often on the spot – in order to communicate a desired concept (e.g.airball for balloon or smoking leaf for cigar).

Circumlocution: The learner describes the major characteristics or elements of an object, action or a person instead of using the target language (TL) equivalent (e.g. she is, uh, smoking something. I don't know what its name is. That's, uh, Cuban, and they smoke it in other countries, too).

**B.Transfer**

Transfer has two subcategories hat are:

(a)Literal translation: The learner is translating word for word from L1 to L2 (e.g. He invites him to drink replacing The toast one another).

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(b)Language switch: The learner uses the L1 term without bothering to translate it into L2 (e.g. шарик instead of balloon).

C.Appeal for Assistance

This refers to the learner asking for the correct term or structure from an exterior source of information ,most likely a teacher or a fellow student (e.g. What is this? or How do you call that in English ?)

D.Mime

Mime is related to the speaker using non-verbal strategies substituting an expression (e.g. clapping one's hand to illustrate applause, or rubbing one's eyes to indicate crying or tiredness boredom).

E.Avoidance

Avoidance consists of two subcategories outlined below:

(a)Topic avoidance: The language learner is omitting concepts for which his or her vocabulary is lacking at the time of speaking.

(b)Message abandonment: The language user begins to talk about a concept but being completely unable to continue doing so due to a lack of phrases and expressions and thus ends up stopping in the middle of an utterance.

The above outlined typology of CSs is based on Tarone's work on the topic (Tarone, 1977).

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