Investigating Strategies to Improve English Oral Communication Skills Among Undergrads at Mehran UET, Jamshoro

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Abstract

An Oral Communication (OC) plays a significant role in our day-to-day life. It has been considered as a life changing tool of the conversation. In academia,it is given a primary importance. (OC) is a two-dimensional work and it includes both listening and speaking simultaneously. This paper aims to investigate strategies, impacting students' oral English communication performance and to make them effective and fluent speaker of English language.In this thesis, the researcher introduced many strategies to help students to improve their speaking skills of English language which actually comprises oral communication. First the study attempted to develop the questionnaire for statistical analysis named strategies for oral communication which was then classified as strategies for speaking skills. There were nine strategies of speaking. The research project was based on close-ended questionnaire for speaking and composed in a 5-point Likert scale ranging from 1 strongly agree (SA) 2 agree (A) 3 Neutral (N) 4 strongly disagree (SD) 5 disagree (D).The target population for this study were the 132 students of Mehran University of Engineering and Technology, Jamshoro, Sindh. The research contains sequential mixed method for the collection of data that is based on both quantitative data, that was collected from students through questionnaire and the qualitative data that was collected from 5 English language teachers of MUET, Jamshoro. The data was analyzed in grand percentage, mean and standard deviations. To validate the use of the instrument, participant reports on the Strategy for oral communication were compared with the result of the OCS. It was revealed that students with high or low oral proficiency tended to use these particular strategies, such as social affective strategies, fluency-oriented strategies, negotiation of meaning and etc.Some of these strategies can directly influence their effectiveness of learning communication skills of English, but some do not have direct influence on oralcommunication skills of English. Understanding these strategies and their impact would enable both instructors and students to improve their teaching, learning environment as well as methodology.

Keywords: Communication Strategies, survey research (sequential mixed method), speaking skills, high proficiency, and low proficiency.

I.Introduction

English language has been made a major lingua franca of the world and it has introduced teaching of English in most of the marginalized countries including Pakistan (Philipson, 1992). In this globalized world it is now undeniable that the communicative approach plays a vital role in the teachings of language specifically in the context where English is perceived as a second language and the ultimate goal of language teaching is to improve the CC (communicative competence) of the language learners. In this regard, the second language learners can improve their communicative competence by developing their ability to use communication strategies or using these strategies to cope with face to face oral communication (Somsai & Intaraprasert, 2011). However, in Pakistani contexts English is used as a second and foreign language and its learning is made compulsory for adult students in today's world. In this regard, there are thousands of institutes which are offering ELT courses within different duration but most of these institutes focus on OCS (Oral Communication Strategies). In this regard, Oral Communication has become a major part of ELT in Pakistan where better EOC (English Oral Communication) is a marker of success for students which leads them towards higher social ranking and professional capabilities. So, the mastery over oral communication helps in a successful

conversation. As indicated by Jamshidnejad (2011) that communication strategies play vital role in providing learners with more language input and also a sense of security in the target language. Communication strategies are the systematic skills in conversation that are used by the speaker for conveying his message when encountering the language difficulty (Lin, 2011). Furthermore, he also indicated that these strategies are problem solving strategies that help an individual to reach out a particular communicative goal.

Importance of Oral Communication

Communication is a process of transferring one's message through speech, writing, gestures or symbols between two or more than two people (Mei, 2010). Effective communication highly depends on the richness of those ideas that are shared through speech. It also involves transferring information from one person to another. If one has well-developed communication skills, so it can convey the message to others in an effective way. Kang Shumin (2002) narrates that learning oral communication in a foreign language not only demands grammatical and semantic rules but also having mastery over the context being in oral communication. They also need to consider the factors that create hurdles for learners to speak fluently in a target language.

In a nutshell, EFL students in the context of English as a foreign language have a problem while communicating effectively (Somsai & Intaraprasert, 2011). In this regard, Second language learners despite, spending years in developing their language competencies that all have probably, at some point, experience the frustrating feelings of not being able to take part effectively in the target language's oral communication. In addition to it, communication strategies are used to overcome the breakdowns, gaps as well as hurdles in communication which are pervasive and even intrinsic in the language use and conversation even for the native speakers (Jamshidnejad, 2011). So, the study aims to introduce oral communication skills for English language. Oral communication skills (OCs) are considered as most important part of language learning across MUET. As Alam and Bashiruddin (2013) quotes Byrne (1986) defines, Oral communication is a bidirectional process between the speaker and the listener. Moreover, it is the combination of two major skills namely; receptive skills and productive skills that are deadly required for effective oral communication. Speaking skills are considered as highly demanded among all the four major language skills (reading, writing, listening, and speaking) in most of the ESL countries including Pakistan.As noted by Jamshidnejad (2011) that communication strategies allow the learners to continue the process of communication; by allowing them an atmoshphere to manoeuvre in times of difficulty.

Moreover, the study investigates numerous aspects of oral communication that can provide different ways to teachers as they can help adult learners more effectively in order to develop their abilities to communicate in target language. The study will use survey research including the theoretical model of Natakani (2006). The study is based on two parts namely strategies for speaking skills and strategies for listening skills. It will use 5-point Likert-Scale questionnaires adopted from Natakani (2006). The population will be selected from different departments of MUET; Jamshoro. The research will contribute to the corpus of work conducted on the OCE and will also contribute to the progress and growth of OCE.

1.2. Aim

The study aims to investigate: Strategies for Developing English oral Communication skills among the students of the first year at Mehran UET, Jamshoro to make them effective listener and fluent speaker of English language.

1.3. Research Questions

1   *How far do first year students choose to use speaking strategies to cope with speaking problems to improve their speaking skills among undergraduates at MUET, Jamshoro?*
2.   What are the perceptions of English Language Teachers on the use of these (speaking) strategies help in the improvement of oral communication skills?

II.   Review of Literature

Literature review is defined as; it is a written record of summarized journals, articles, books, and the documents that the researcher has gone through. It also describes present and past works conducted on the said topic (W.Cresswell, 2002). Several articles have been published on Oral Communication Strategies (OCS) in different countries either native one or non- native. A researcher had access of some international published articles and some locally published articles which are described below;

Oral communication is a bidirectional process between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding (Alam & Bashiruddin, 2013). Sharma (2018) believes that OC plays an indispensable role for students to not only empower their talks but their academic and professional career. Especially English has become elemental worldwide for it has become a lingua franca.

2.1. Communication as a meaning making process

Language is a system for the expression of meaning. Its primary function is for interaction and communication. Language is used by human in order to know and understand each other (Sharma, 2018). Likewisecommunication is a process of sharing and conveying messages or information from one person to another within and across channels, contexts, media, and cultures (Mc Cornack, 2014). The Communication is perceived as the process of sending and receiving messages, thoughts, ideas as well as feelings between two persons, group and community (Prabavathi & Nagasubramani, 2018). So, There is a wide variety of contexts and situations in which communication can be manifested; it can be a face-to-face interaction, a phone conversation, a group discussion, a meeting or interview, a letter correspondence, a class recitation, and many others. Communication can be expressed through written or spoken words, actions (nonverbal), or both spoken words and nonverbal actions at the same time (F. Sipacio & G. Balgos, 2016).

There are many types of communications like oral communication, verbal communication, written communication, symbolic communication etc. all the types of communication require some essential elements that are mentioned below.

2.2. Communication a bidirectional process

One person cannot have a communication with himself or herself rather he/she requires a colleague to initiate a conversation. In this process of communication there is a sender who sends mean who communicates and other is a receiver who receives the message means who hears the message (Prabavathi & Nagasubramani, 2018).

Furthermore, Ali (2018) describes that communication includes many elements other than speaker and the receiver in the process of communication and they all are essential for communication;

(a) A source (b) Stimuli received from that source (c) A receiver (d) Sensory receptors

e) The receiver's interpretation and responses to the sensations (f) Noise (g) Feedback

 (h) Situation or context

Sabay and salipande (2016) have also discussed some elements of communication that are mentioned below in the table;

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a. **Speaker** – the source of information or message.
b. **Message** –the information, ideas, or thoughts conveyed by the speaker in words or in actions.
c. **Encoding** –the process of converting the message into words, actions, or other forms that the speaker understands.
d. **Channel** –the medium or the means, such as personal or non-personal, verbal or nonverbal, in which the encoded message is conveyed.
e. **Decoding** –the process of interpreting the encoded message of the speaker by the receiver
f. **Receiver** –the recipient of the message, or someone who decodes the message.
g. **Feedback** –the reactions, responses, or information provided by the receiver.
h. **Context** –the environment where communication takes place.
i. **Barrier** –the factors that affect the flow of communication.

Table 2.1

2.3 Oral communication Fear

The foremost hurdle in the oral communication is fear and anxiety. These both are extremely looked deeply in the educational institutes with regards to students. This is one of the main reasons that do not allow students to express themselves freely in the class before their colleagues. Due to this reason students do not participate in different educational activities including asking questions in the class, participating in communicative activities like presentation, debate, discussion, quizzes and so on and so forth. Bialystok (1990; p89) defines the phenomena of the fear communication that students feel nervous and anxious or participating in the class, with fellows and with social animals. Consequently, students avoid themselves not to speak in the target language. Turk (1985; p75) explains that the fear of communication result in loosing students' normal intelligence and confidence too.

2.3.1 Reasons of fear in communication

As far as public speaking fear is concerned it pervades at higher level among the speakers be it native or second language speakers. It is the fear that a person feels and thinks, as well as acts when he faces with the speaking in the public. Public speaking fear is perceived to be the pivotal fear in speaker's life. Besides this, there are number of things of which people are extremely scared of (Tsaousides, 2017). Many students face devastating sort of experience while speaking in the public and this fear can forbid you even from sharing your vulnerable ideas. It may also hinder the process of growth personally as well as professionally. Once discouraged or once laughed, taunted can infuse a fear to speak in future. Undoubtedly, man learns from experiences he does but those must be in productive form not in the discouraging manner.

In order to lessen the fear of oral communication various authors have posed novel opinions regarding fear

of oral communication. Richard (1986) suggests that

a. If the students are motivated to use target language by teachers and fellows, family as well as society, their attitude towards the target language will be positive that will resultantly overcome the fear of oral communication among students.

b. If students are provided sufficient background knowledge of predefined objective, it will enhance their confidence to participate in the class work activities.

c. If students are aware of avoiding fear of oral communication strategies they may decrease the level of their fear.

   English proficiency is increasingly necessary for business and international communication. In that sense, it is linked to prospects of economic competitiveness and growth in the global economy (Pumaleque et al 2019).

2.4 Empirical studies on communication strategies
2.4.1 Oxford's (1990) Classification of Language Learning Strategies
Oxford (1990) he believed language learning strategies are central for oral communication because it does not only finish the hurdles in OC but also develop the OC. He has divided language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups.

Direct Strategies
   I. **Memory**
      a. Creating mental linkages
      b. Applying images and sounds
      c. Reviewing well
      d. Employing action
   II. **Cognitive**
      e. Practicing
      f. Receiving and sending messages strategies
      g. Analyzing and reasoning
      h. Creating structure for input and output
   III. **Compensation strategies**
      i. Guessing intelligently
      j. Overcoming limitations in speaking and writing
Indirect Strategies
   I. **Meta-cognitive Strategies**
      k. Centering your learning
      l. Arranging and planning your learning
      m. Evaluating your learning
   II. **Affective Strategies**
      n. Lowering your anxiety
      o. Encouraging yourself
      p. Taking your emotional temperature
   IIII. **Social Strategies**
      a. Asking questions
      b. Cooperating with others
      c. Empathizing with others

Table 2.4

   However, the result of the study concluded that above mentioned strategies helped learners in improving their oral communication among Indonesian tertiary students. He also quoted Adnan (2013, p. 413) who stated that it is really helpful for the students if they are aware of such strategies during learning and using a language because he believed that if the students are known to strategies that can cope with oral communication problems then they can make use of them and develop their OCS (Prabawa, 2016).Finally, it has been recommended that social strategies, 'looking for help from other peers', assist in sociolinguistic competence (**ibid.** It might be worth mentioning, as Oxford (1990) asserts, that many people regard communicative competence only in relation to speaking and tend to pay no heed to other skills (e.g. listening, reading, and writing).

2.4.2 Communication strategies by An Mei
In the circumstances of oral communication strategies, Mei (2010) conducted research on use of Communication Strategies by Chinese EFL Learners at Guizhou University. He concluded that most of the EFL learners do not have English subject as their major subject that is why they do not pay excessive attention to this subject that results much failure ratio in this subject. Neither are they good readers nor good communicator. However, Mei (2010) described that language learning strategies are the solution for EFL learners to become the good

communicator in English; they need to make use of OCS that can develop their OC.He named communication difficulties as strategic competence. He was of opine that novel learners can improve their communicative competence while they develop the sense of using OCS. He Used following strategies;

a. Topic avoidance (TA): avoid discussions about the concept
b. Avoidance Message abandonment (MA): stop in mid-utterance
c. Meaning replacement (MR): use alternative expressions
d. Generalization (Gen): use a generalized IL item IL-based CSs
e. Paraphrase (Par): focus on characteristic properties of the intended referent
f. Word coinage (WC): create a new IL word
g. Restructuring (Res): restructure one's utterance
h. Approximation (App): use an incorrect item that shares some semantic features
i. Literal translation (LT): translate literally; transfer by using L1 based strategies
j. Language switch (LS): insert words from native language
k. Foreignizing (For): apply TL modification to the L1 term
l. Mime: replace a word with nonverbal cues (kinesthetically), Inter-individual CSs
m. Code-based confirmation check (CCC): repeat the previous utterance for confirmation IL Negotiation
n. Positive confirmation check (PCC): offer information for confirmation
o. Clarification request (CR): ask for clarification
p. Comprehension check (CC): attempt to check comprehension
q. Other reformulation (OR): model the speaker's previous utterance
r. Repetition (Rep): repeat an utterance

Table 2.5

He concluded that above mentioned CSs are quite helpful for the students in order to decode the meaning across the communication and make sure that listener has comprehend it fully and he has developed his communication skills (Mei, 2010).

Effects of Negative Strategies on Oral Communication

There are number of negative strategies that affect the process of oral communication process. Different scholars have penned down different negative strategies to avoid as coping with the speaking means communication problems. As Anderson (1999) highlights negative strategies that affect oral communication that are given as under;

I.   **Avoidance of Communication**
     a.   Topic avoidance:
     b.   Message avoidance:
II. **L2 Based Communication:**
     a.   Approximation
     b.   Circumlocution:
     c.   Appeal
III. **L1 Based Communication:**
     a.   Foreignizing
     b.   Language switching
IV. **Paralinguistic communication strategies:**
     a.   Gesture
     b.   Mime:
V.   **Modification Strategies:**
     a.   Backchannel cues
     b.   Confirmation check
     c.   Pausing

Table 2.7

Barriers to Effective Verbal Communication

The centre for teaching excellence has penned down the following barriers to effective verbal communication that hinder the process of communication and students could not get good command over communication in the target language (Excellence).

a) Lacking clarity
b) Using Stereotypes and Generalizations
c) **Jumping to conclusions**
d) **Dysfunctional responses**
e) **Lacking confidence**

Table 2.9

a. Lacking clarity

Use of difficult words and jargons create hurdles for student in understanding and decoding the message. The teachers should use simple and understandable vocabulary as the students can comprehend the message easily. Resultantly they may respond in the target language when asked any question.

b. Using Stereotypes and Generalizations

Speakers who make unqualified generalizations undermine their own clarity and credibility. Be careful not to get stuck in the habit of using stereotypes, or making generalizations about complex systems or situations. Another form of generalization is "polarization" or creating extremes. Try to be sensitive to the complexities of situations, rather than viewing the world in black and white.

c. Jumping to conclusions

Confusing facts with inferences is a common tendency. Do not assume you know the reasons behind events, or that certain facts necessarily have certain implications. Make sure you have all the information you can get, and then speak clearly about the facts versus the meanings or interpretations you attach to those.

d. Dysfunctional responses

Ignoring or not responding to a comment or question quickly undermines effective communication. Likewise, responding with an irrelevant comment - one that isn't connected to the topic at hand will quash genuine communication. Interrupting others while they are speaking also creates a poor environment for communication.

e. Lacking confidence

Lacking confidence can be a major barrier to effective communication. Shyness, difficulty being assertive or low self-worth can hinder your ability to make your needs and opinions known. Also, a lack of awareness of your own rights and opportunities in a given situation can prevent you from expressing your needs openly.

Strategies to develop oral communication skills

There many researchers throughout the globe who have given number of strategies for developing communication skills. In many countries such strategies are also implemented practically at school, college as well as at university level as to strengthen the process of communication in the target language. Turk (1985) highlights some of those strategies;

a) Identifying an objective
b) Asking Encouraging Questions
c) Consider your partner
d) Repeating and Training
e) Overcoming Nerves

Table 2.8

a. Identifying an objective

Identifying the objectives is essential step to be taken at the initial level in the conversation, participation, answering, as well as in group discussions. Validating it as that it is the one of the finest way of providing students a chance to share the responsibilities among the group members as well as talk. Here the role of the teacher is to confirm whether students are familiar with the background knowledge which they are discussing.

b. Asking Encouraging Questions

It is quite encouraging and communication triggering process that teachers initiates the questioning and answering session. It fosters the oral communication process as well as enhances its learning process. Mostly students are reluctant to respond to a question before the colleagues rather they prefer to ask questions privately they must not feel embarrassment (White, 1982). White also suggested the reasons why students show reluctance while participating in the class of oral communication. He summarized it as;

a. Most of the learners have very interesting questions in their mind to ask but they avoid asking them before the class why because they feel that their communication in English means the target language can be troublesome or full with mistakes that may cause them embarrassment in the class.

b. Secondly, they are not motivated to ask the questions in the class that results nil participation in the class by the students.

c. Teaching methodology and learning can hinder students' questioning. They many think of uncertainty and social spotlight as well as weakness.

d. Subject also plays significant role in asking questions. White says that major problem for students' asking questions verbally is not the teacher rather classmates. As he said in the following quotation: "Sometimes I want to ask something.... but I do not feel comfortable to ask...because I know that they

> will all look at me ...but if there are some already other colleagues asking it is easier ...it starts to get usual and student will not look at me, because I am just doing what everyone does.'

This sort of activity shows that if asking the questions is made easy and comfortable then students will feel normal, relaxed as well as confident in asking questions before the class.

c.   Consider your partner

In oral communication one must consider the partner (Prabhu, 1987, p. 49). Giving importance to the partner is the key element in oral communication process.

d.   Repeating and Training

Performance, rehearsing the conversation must be done before the communication. As Purpura (1998) explains that the most important thing in oral communication is of recording the conversation in an audio format, with this one can rectify the mistakes after hearing the recording, before presenting it in the class. One must evaluate ones performance.

e.   Overcoming Nerves

Basically, nervousness as well as stress may produce obstacles for students in oral communication. In addition to it, it may hinder the growth in one's ability. Gass (2001) suggests techniques, which are more oriented towards realizing a positive mental skill, focusing on self-appreciation and gaining attitude towards the work you have accomplished.

As the communication involves both receptive means listening and productive means speaking skill, in the same manner there are listening as well as speaking barriers.

III.Research Methodology

Research Design

The researcher has employed explanatory sequential mixed method.It is the method in which the researcher first conducts quantitative research, analyze the results, and based on the results he has explained them in more detail with qualitative research.

Theoretical framework

The researcher has selected 130 students of the different departments of the MUET, Jamshoro and semi-structured interviews were collected from the ELT teachers of ELDC, MUET, Jamshoro.

Data Analysis

This is a survey research. Quantitative research method is used in order to know the strategies and factors to improve oral communication skills and to generalize results as well as discussion in numerical and tabulated forms. "Quantitative research is based on the measurement of quantity or amount. Here a process is expressed or described in terms of one or more quantities. The result of this research is essentially a number or a set of numbers (S. Rajasekar, P. Philominathan and V. Chinnathambi, 2014)." The researcher wants to generalize results and discussion in numeric and tabulated forms. So, for this survey research design is chosen because it fits to the researcher's needs." Survey research design is a procedure in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population" (Cresswell, 2002). Based on the quantitative results the researcher collected the qualitative data from the teachers in a semi-structured interview form. Qualitative research is a process of data collection in which data is collected in open-ended, non-numerical data that is later on analyzed specifically in non-statistical methods. The best example of it is that interview research with the transcribed recordings analyzed by qualitative content analysis (Dornyei, 2011). So, in this way, as a researcher, I conducted data in two ways one in the form of close-ended questionnaires for the students and analyzed it in numerical form and at the later stage I interpreted the numerical data. Secondly, based on quantitative data I conducted the semi-structured interviews of the English teachers teaching at Mehran University of Engineering and Technology, Jamshoro.

IV.Results and Discussions

4.1. ORAL COMMUNICATION STRATEGIES

4.1.1. Self – Interest Strategies

The result shows that in self-interest strategies students showed their interest of speaking and in the supporting question of willingly and accurately guess 48.5% students responded that they by their will and wish guess accurately. In another supporting question of self-interest strategy, I want to communicate 61.4% of the students responded that they wished to communicated. Moreover, 30.3% of the students responded that they will to communicate. In the question of uninhibited about mistakes 27.3% participants were of the opinion that they are uninhibited about the mistakes. 44.7% of the participants responded that they are uninhibited about the mistakes. In the self-interest strategy's supporting question of I take advantage of all practice opportunities 54.5% of the participants strongly agreed with the idea that they leave no chance of practice opportunity. 35.6% of the participants were of the opinion that they do take advantage of the opportunity when provided. In a response to

judging their speech and that of others 45.5% of the participants strongly agreed that they do monitor their speech as well as that of others. Besides this, 42.4% of the students too agreed with the idea that they monitor their speech and others too.

4.1.2. Social Affective Strategies

In a question to feeling anxious 62.1% of the respondents responded that they try to relax themselves when they get exhausted. Besides this, 31.1% participants agreed that they do relax themselves when they feel anxious. In the question of I try my best to give good impression on to the listeners 59.1% of the participants responded that they try their best to give their best and leave a good inkling on the listeners. While, 37.9% of the respondents has agreed that they attempt to give a good quality impression to the listeners. In addition to the question of self expressing and encouraging 55.3% of the respondents strongly agreed with the strategy of encouraging as well as expressing themselves. In addition to it, 37.9% of the participants agreed that they persuade themselves to communicate that they wish to. Furthermore, in the table the question highlights the greater ratios of the respondents from strongly agree to disagree. In response to the question of not thinking of the risks 33.3% of the respondents strongly agreed that they do not think of the risks and communicate smoothly and resultantly they might make mistakes but they do not stop and rectify them. In addition to it, 52.3% of the participants have agreed that they do not fear while taking risks. In the above table the percentage of the answers given in the questionnaire reveals that 34.1% of the respondents strongly agree on the use of the filters when they fail to think what they have to say. Secondly, 49.2% of the participants have agree that they do use filters when they fall a short that what to say.

4.1.3. Fluency –Oriented Strategies

In a response to rhythm and intonation in fluency oriented strategy, 37.1% of the respondents strongly agreed that they do think of their fluency of rhythm as well as intonation. In addition to it, 39.4% of the respondents agreed that they consider their rhythm as well as intonation while communicating orally.In fluency oriented strategy, 31.1% of the respondents have strongly agreed that they focus on their pronunciation. Besides this, 47.0% of the participants have agreed with the idea that they do focus on their pronunciation as to better their communication process.The given table discusses the results of the flow of the conversation in fluency oriented strategy. Meanwhile, 35.6% of the respondents strongly have agreed that they think of the flow of the conversation. Whereas, 55.3% of the participants have responded that they consider their flow of conversation in oral communication.In the aforementioned table, 31.1% of the respondents have strongly agreed that they utter the things according to the context. This means they convey the message in various ways as to make themselves understood for the listeners. In addition to it, 53.0% of the participants have agreed on the idea that they do change their method of conveying the idea when they think that listeners feel uncomfortable while understanding the message.The given table shows that 50.8% of the respondents strongly agreed that they think for a while before uttering anything that they want to say. Secondly, 40.9% of the participants agreed that they do take time to express themselves as to better their oral communication.The above give table shows the response of the participants. The table shows that 53.8% of respondents have strongly agreed that to make themselves understood they try to sound and speak clearly. Besides this, 32.6% of the participants have agreed that speak loud and clear as to be heard well.

4.1.4. NEGOTIATION FOR MEANING WHILE SPEAKING

The given table is a response of the participants who responded against the sub-strategy of listeners understanding power that they have understood or not. In response to the said statement 46.2% of the respondents have strongly agreed that they do ensure comprehensively whether the listeners have got the idea that the speaker has said so far. In addition to it, 43.2% of the participants agreed with the statement.The response in the table is related to the repetition of the statement in the strategy of negotiation for meaning. The table highlights that large number of the respondents 43.9% have strongly agreed with the statement. Whereas, 34.1% of the respondents have agreed that they do repeat till the listeners understand the idea.Respondents were asked about whether they pay heed to listeners' reaction or not. Among them 44.7% of the participants responded strongly agree. While 41.7% of the respondents responded that they agree with the statement.In a response to giving examples when the listeners fail to understand the idea, 59.1% of the respondent strongly agreed that they do use examples when the audience does not get the idea. Besides this, 34.8% of the participants agreed with the statement.

4.1.5. ACCURACY – ORIENTED STRATEGIES

The given table provides the response of the participants regarding the sub-strategy of accuracy-oriented strategy that states whether respondents focus on the grammar and structure of the sentence or not while communicating. The results show that 39.4% of the participants strongly agree with the statement. Moreover, 51.5% of the respondents agree with the said statement that they do consider grammar use as well as structure of the sentence, while communicating orally.The above table is a response of the participants who have responded against the question of noticing the expression that fits the rule that they have learned. So, the result shows that 37.1% of the respondents have strongly agreed with the statement that they do think of the expression that they utter that

whether it fits to the rule or not. In addition to it, 51.5% of the participants have agreed with the statement.The above response is related to the participants' self correction when they make mistake while communicating orally. The results in given table shows that 48.5% of the participants have strongly agreed that they do self correct themselves when they commit a mistake while communicating orally. Likewise that, 43.2% of the respondents agreed with the statement.The respondents were asked about the strategy of focusing on subject and verb agreement in oral communication. 34.1% of the participants have responded strongly agree that they do consider subject-verb agreement. Meanwhile, 47.0% of the respondents have agreed with the statement.In the above mentioned table shows the response of the participants pertaining to the strategy of the speaking like native-speaker. The results of the table show that 33.3% of the participants have strongly agreed with the statement. In addition to it, 28.8% of the respondents have agreed that they do speak like native speaker.

4.1.6. MESSAGE REDUCTION AND ALTERATION STRATEGIES

In response to the above mentioned question, the greater percentage of the population that is 48.5% strongly agreed with the question. In addition to it, 40.2% of the participants agreed with the statement that they simplify the sentences while communicating orally.The respondents were asked about use of words that are familiar to them. In response to the question 56.1% of the participants responded strongly agree. Furthermore, 34.8% of the participants agreed with the statement that they use those words that are familiar to them.Respondents also expressed their point of view regarding the replacement of the original message with other reduced message because of inability of the execution of the desired intention. The greater number of the response of the respondents that is 43.2% strongly agreed that they do replace the original message as to convey the desired intention. In connection to it, 36.4% of the participants responded that they agree with the statement.

4.1.7. NON VERBAL STRATGIES WHILE SPEAKING

In relation to the question pertaining to the eye contact while talking, majority of the participants 45.5% responded strongly agree. Besides this, 43.9% of the population agreed with the statement that they under consider eye contact with the audience when they communicate orally.The aforementioned table highlights the response of the participants regarding the question of using gestures as well as facial expression. So, in relation to the response of the participants 37.9% population strongly agreed that they use gestural and facial expression as to convey the message and continue the flow of communication. Besides this, 47.7% of the participants agreed with statement.

4.1.8. MESSAGE ABANDONMENT STRATEGIES

The above table provides the data of the respondents who gave response to the question of leaving message incomplete because of language difficulty. The aforementioned table highlights that the greater number (34.1%) of the participants who responded that strongly agrees. Besides this, 32.6% of the respondents agree that leave message without completing it when they feel language difficulty.In a response to the question of asking help from other when failing to communicate, most of the respondents responded strongly agree that ranges to 31.8% in addition to it, 43.2% of the population agreed with the statement that they do ask for help when they fail to communicate well.The given table shows the response of the population in relation to the message abandonment strategy. The table highlights that most of the participants responded strongly agree that rages to 37.1% that they skip the idea which they themselves cannot understand. In connection to it, 45.5% of the participants agree with the statement of avoiding the message that hinders the communication.On the basis of above response in the table regarding the question of abandoning the message, the respondents responded that they reduce the message to few words. The table shows that most of the participants have strongly agreed with the statement (28.0%). Besides this, 47.0% of the respondents have agreed that they do abandon the message when they don't have words.

4.1.9. ATTEMPT TO THINK IN ENGLISH STRATEGIES

The given table shows the response of the respondents to a question related to the strategy of attempting to think in English. The table shows that most of the participants (38.6%) have strongly agreed with the statement that they first formulate the message in English then they fit that message within the situation or context. Secondly, greater number of the participants that is 42.4% agrees with the statement.In the given table the respondents expressed their point of views on the strategy of thinking in the native language and then constructing the sentence in English. The table shows that 44.7% of the participants have strongly agreed with the statement. In connection to it, 40.2% of the participants have agreed that they at first think in their native language and then they construct the sentence in English.

4.1.10.   RELIABILITY OF THE ORAL COMMUNICATION STRATEGIES

The reliability of the oral communication strategies was measured in Cronbach's Alpha. The result of the reliability in Cronbach's Alpha was measured as .782 that is considered as a standard and acceptable reliability.

4.1.11.   Over All Mean And Std. Deviation Of Oral Communication Strategies

	Mean	Std. Deviation	N
I willingly and accurately guess	1.68	.902	132
I want to communicate	1.55	.868	132
I am uninhibited about mistake	2.47	1.469	132
I take advantage of all practices	1.65	.957	132
I monitor their speech and that	1.77	.954	132
I try to relax when I feel anxious	1.55	.919	132
I try to give a good impression to	1.47	.682	132
I actively encourage myself express	1.61	.897	132
I don't mind taking risks even	2.02	1.136	132
I try to use filters when I cannot	2.05	1.165	132
I pay attention to my rhythm	2.28	1.474	132
I pay attention to my pronunciation	2.31	1.420	132
I pay attention to the conversational	1.89	1.009	132
I change y way of saying things	2.05	1.100	132
I take my time to express what I want	1.65	.874	132
I try to speak clearly and loudly to make	1.73	1.062	132
I make comprehensive checks to	1.77	1.001	132
I repeat what I want to say until	2.13	1.427	132
While speaking, I pay attention to the	1.86	1.092	132
I give examples if the listener does not	1.55	.841	132
I pay attention to grammar and word	1.82	.940	132
I notice myself using an expression	1.89	1.016	132
I correct myself when I notice that I have	1.68	.885	132
I try to emphasize the subject and	2.14	1.285	132
I try to talk like a native speaker	2.68	1.655	132
I reduce the message and use simple	1.74	.978	132
I use words which are familiar to me	1.62	.921	132
I replace the original message with	2.07	1.326	132
I try to make eye contact when I am	1.79	1.012	132
I use gestures and facial expressions	1.91	1.015	132
I leave a message unfinished because	2.48	1.521	132
I ask other people to help when	2.33	1.407	132
I avoid to use what I can't make myself	2.03	1.178	132
I abandon the execution of a verbal plan	2.35	1.365	132
I think first of a sentence already know	2.06	1.234	132
I think of what to say in my native	1.92	1.172	132

5.CONCLUSION

Communicating in English in 21st century has become need of the day not only for teachers or students but also for every one living in the world. OEC in today's world is perceived to be the marker of the success. People especially in Pakistan like in other countries think of English as an element of prestige and key to unlock the doors of numerous opportunities in various fields, like; commerce, business, education, science, and technology. Furthermore, having oral communication skills helps in communication. In addition to it, communication is an activity of problem solving and one which needs skillful planning as well as choice on the part of speaker. As Jamshidnejad (2011) reported that foreign language learners, despite spending many years developing their language competences, have all probably, to some extent, experience the feelings of frustration of not being able to participate effectively in the target language oral communication. In this regard, communication strategies are used to cope with the breakdowns, problems or gaps in communication which are overwhelming and even intrinsic in the labguage use and communication. Moreover, having fluency in oral English communication paves the way for numbers of opportunities. So, this fluency can be achieved when the second language learners show their interest. Besides this, these strategies also help the learners to overcome the stress and anxiety in social arena. Moreover, the promotion of the accuracy of the L2 is one of the primary functions of the communications strategies with which learners collaboratively self-repair and discuss the grammatical forms as well as lexical items in their L2 interaction. Interaction in the target language thus, is perceived as a place where all sorts of knowledge come into play, particularly from the oral interaction perspective. Most importantly, use of communication strategies during the course of conversation provides the speakers with an opportunity to

carefully monitor their own as well as their copartners linguistic mistakes. It also helps to keep comprehension checks of your listeners whether they understand your idea or not. These CSs also give the speaker a way to use alternate words or expressions to lessen the lengthy message. Furthermore, non-verbal strategies do play an important role in OC. these strategies give confidence to the speaker to node, shake head or give smile instead of using words or uttering sentences or making an eye contact. Additionally, communication strategies in OC boost up the confidence of the speakers and make them confident. As a result that instead of leaving the message in half they ask their colleagues for help and keep the conversational flow continued. These OCSs also pave the way for the learners to think in English and communicate in L2 as well. Therefore, OCSs in the target language enable the speakers not only to improve knowledge or solve the problems, but also to expand their knowledge of L2 to a wider scope. Hence, not only novel learners, but also more proficient learners, can be benefited from the L2 interaction.

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