

# TABLE OF CONTENTS

ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
CHAPTER 1 GLANCING OVER COMMUNICATION STRATEGIES	1
1.1 Introduction	1
1.2 The Coverage of the Book	5
1.3 The Significance of the Book	5
CHAPTER 2 COMMUNICATION STRATEGY AND OTHER RELATED ELEMENTS	7
2.1 Introduction	7
2.2 Strategic Competence	8
2.3 Learning Strategies and Communication Strategies	12
2.4 Definitions of Communication Strategy	14
CHAPTER 3 CLASSIFICATIONS OF COMMUNICATION STRATEGY	19
3.1 Introduction	19
3.2 Tarone's Classification of Communication Strategy	20
3.3 Faerch and Kasper's Classification of Communication Strategy	22
3.4 Paribakht's Classification of Communication Strategy	24
3.5 Littlewood's Classification of Communication Strategy	26
3.6 Bialystok's Classification of Communication Strategy	29

3.7	Chen's Classification of Communication Strategy	30
3.8	The Nijmegen Group's Classification of Communication Strategy	32
3.9	Littlemore's Classification of Communication Strategy	33
3.10	The Summary of Communication Strategy	35
3.10.1	Approximation	36
3.10.2	Circumlocution	36
3.10.3	Exemplification	37
3.10.4	Comparison	37
3.10.5	Word Coinage	38
3.10.6	Code-switching	39
3.10.7	Foreignizing	39
3.10.8	Repetition	40
3.10.9	Non-verbal	40
3.10.10	Avoidance	41
3.10.11	Time-stalling Device	42
3.10.12	Appeal for Assistance	42
3.11	Factors Affecting the Choice of Communication Strategy	43
3.11.1	Proficiency Level	43
3.11.2	Learning Situation	44
<b>CHAPTER 4 TRAINING COMMUNICATION STRATEGIES IN CLASSROOM</b>		47
4.1	Introduction	47
4.2	Empirical Research	48
4.3	Elicitation Tasks	55
4.4	Teaching Materials	57
4.5	Learning Activities	58
4.6	Vocabulary Activities	65
4.7	Grammatical Activities	73
<b>CHAPTER 5 COMMUNICATION STRATEGY AND LEARNING OUTPUT</b>		75
5.1	Introduction	75
5.2	The Nature of Strategy Training	75
5.3	Realization of Communication Strategies	77
5.3.1	The Linguistic Features	77

5.3.2	Approximation	77
5.3.3	Exemplification	89
5.3.4	Word Coinage	92
5.3.5	Code-switching	93
5.3.6	Repetition	95
5.3.7	Non-verbal	96
5.3.8	Avoidance	97
5.3.9	Time-stalling Device	98
5.3.10	Appeal for Assistance	99
5.3.11	Speech Comprehensibility	100
<b>CHAPTER 6</b>	<b>COMMUNICATION STRATEGY AND ITS PEDAGOGICAL IMPLICATION</b>	<b>103</b>
6.1	Introduction	103
6.2	Implications for Research in CSs	104
6.3	Implications for Language Teaching	107
<b>REFERENCES</b>		<b>109</b>
<b>GLOSSARY</b>		<b>119</b>

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It has been generally accepted that there are five elements of communicative competence (see e.g., Swain and Canale, 1980; Celce-Murcia, 1995). The discussion of which is presented in chapter II of this book. However, studies conducted by the several number of experts indicate that students' communicative competence, or the so-called students' English proficiency, among the school graduates is still unsatisfactory (see e.g., Asika, 2000; Alwasilah, 2001; Lengkanawati, 2004; Cahyono & Widiati, 2008; Manung, 2008; Marcellino, 2008; Setiyadi, 2009, 2011; and Rachmawaty & Hamagustiana, 2010). For example, Asika (2000) states that many high school graduates who have studied English leave school unable to