
Woodcutter, “Fake It till You Make It”: Exploring communicative strategies used by higher education students

Genesis Gregorious Genelza

College of Teacher Education & Junior High School Department, University of Mindanao Tagum College, Philippines,
genesis.genelza@umindanao.edu.ph

*Corresponding author

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Abstract: The term "woodcutter" (also known as "melet" or "meletary") was used to describe someone who, when confronted with a difficult question, attempts to solve it in his or her own distinctive manner. As a result, the motto "Fake It Until You Make It" is linked to the student's communicative expression. This phenomenological inquiry study explored the communicative strategies higher education students use. There were ten (10) key participants who were highly involved in this research: five (5) for in-depth interviews and five (5) for focus group discussion. The findings revealed the following communicative strategies used by the students: question terminating; topic shifting; and strategic answering. When it comes to the students' application of communicative strategies in the classroom, the following themes are generated: lack of knowledge; uncomfortable situations; and getting called on by the teacher. Furthermore, based on the study's findings, these are the essential themes formulated when asked about the factors influencing their communicative strategies: having no preparation, having anxiety, and being humiliated in front of classmates. With this, the school and the teachers must help achieve students' communicative competence in English by providing training on communicative strategies and creating an English-speaking environment (organizations such as Debating Club, English Club, and others) and especially in the classroom, thereby officially showcasing communicative competence but with a friendly, safe, and accessible environment where mistakes are okay and open to positive correction with teachers and peers.

Keywords: Communicative strategies, Higher education, Melet, Meletary, Woodcutter

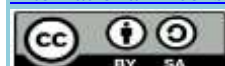
Biographical notes: At present, Genesis G. Genelza is a professor at the University of Mindanao Tagum College, where he teaches junior high school courses, general education, professional education, and significant English subjects. He has served as an ambassador and delegate for the Model United Nations, achieving substantial accolades for the best position papers for the UNHRC, UNICEF, and UNESCO and a unique and honorable mention for WHO and UNESCO. His love of learning and dedication to developing professionally, spiritually, and personally have always been his top priorities.

1. Introduction

The use of efficient communication strategies aids the development of second language proficiency. In order to maintain open lines of communication, generate hypotheses, and automate processes, communicative strategies (CS) can be helpful. No one can still flawlessly master and use a language in all social situations. Without a doubt, we may encounter a wide range of issues during communication. Nevertheless, most students find it hard to engage in English due to a lack of linguistic knowledge, particularly vocabulary. As a result, communication approaches have become one of the most prominent solutions to this problem in recent years (Wei, 2011). Most students in China have no intention of speaking in English and do not feel compelled to do so. According to teachers, they rarely speak English on campus or even in classrooms. The explanation for this may play a role in their weak grasp of the language and lack of interest. Most students do not understand how to handle themselves when they are approached with an unfamiliar language. A discussion will almost certainly come to an end as a result of this. As a result, there will be a period of stillness until the teacher becomes frustrated and offers assistance (Ya-ni, 2007).

Tabula, Balagtas and Castillo (2014) did a research investigation in Batac City. The study examined students' communication strategies for managing communication anxieties in oral presentations. Fillers, mime, self-repetition,

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self-repair, and mumbling were shown to be the most popular tactics used by students to manage their communication anxieties during oral expositions. It also revealed that communication anxieties are influenced by attitudes about language learning, motivation to learn the language, and socioeconomic status. Also, Ponce (2016) conducted a research study in Zamboanga City at Western Mindanao State University, which examined the communication strategies of 83 respondents randomly selected among AB English and BEEd first-year students. This was done to validate Bialystok's hypothesis on communicative tactics with empirical facts. According to the findings, the respondents used CS, such as avoidance, compensatory, and time-gaining communicative strategies. This indicated that students in both classes struggled with the language during speaking exercises in the classroom.

Furthermore, students in the researcher's locality coined the term "woodcutter" (also with other term as "melet" or "meletary") to describe someone who, when confronted with a difficult question, attempts to solve it in his or her own distinctive manner. As a result, the motto "Fake It Until You Make It" is linked to the student's expression. This idea assists people in constructing responses by bluffing, exaggerating, speculating, and guessing, giving the impression that their answers are correct and acceptable because they have instilled confidence and assurance in them. Furthermore, previous studies have mostly focused on the level of communication strategies and/or skills. However, we have yet to encounter a study that explores communicative strategies in higher education, especially in my locality. Furthermore, the researchers are very interested in ensuring that this research study generates more specific and detailed concepts that will be useful to educational institutions and have a substantial understanding of higher education students' communication ability and competence.

2. Literature review

The study is grounded on Bialystok's (1990) concept of communicative strategies, which states that it is a systematic strategy used by the communicator to explain his or her message when presented with a challenge. A language learner's attempt to cope with the problems of speaking in an insufficiently learned second language leads in the application of communicative strategies. This also addresses the problem of teachers performing the majority of the language cognition in the classroom. As a result, students should be provided the chance to express themselves as well as the ability to practice the target language. Similarly, according to Faerch and Kasper's *Taxonomy of Psychological Strategies* (1984), communicative strategies are methodical conversational abilities used by a communicator to express his or her message when faced with language difficulties. They are possibly purposeful preparations for resolving an issue that an individual presents as a barrier to achieving a specific communicative objective. The problems students confront in the workplace are numerous. They must apply their theoretical ideas in the workplace to adapt to new industrial situations. Students can more effectively apply their concepts in the workplace by merging intellectual training and expertise through academic programs (Genelza, 2022).

Tian and Zhang (2005) also looked into the efficacy of communicative strategy training on non-English majors. Among the study's findings were that students in the experimental class used more communicative strategies in group discussions after training, that students' communicative competence significantly improved with the development of communicative strategies in group discussions, and that students had a positive attitude toward the strategies. According to Kumaravadivelu (2006), teachers can help their students overcome these speaking challenges by acting in amiable, accommodating, and collaborative ways to put them at ease when speaking in front of the class, by reminding them not to worry about making mistakes, and by giving clear instructions and sufficient guidance. To make the material in the textbooks simpler to comprehend, more entertaining, and applicable to their daily life, they should also customize and compress it. Speaking abilities should also be tested because testing encourages students to improve their abilities in the language.

With this, the study attempts to explore the student's communicative strategies. The questions presented are considered for thorough discussion:

1. What are the communicative strategies used by higher education students?
2. How do students apply communicative strategies in the classroom?
3. What factors influence communicative strategies used by the students?

3. Research methodology

This research followed a qualitative research design approach. Furthermore, a phenomenological approach was extensively used in order to learn about the perceptions of students with regard to the issues discussed in this research. This study emphasizes the significance of displaying what many other individuals have in common as those who confront similar events. Hence, the goal of this phenomenological research was to explore the communicative strategies used by students in higher education. Qualitative research is a method of systematic investigation that requires the foregoing: seeking responses to questions, following a predefined set of procedures to answer the questions, gathering evidence, and producing findings that are not predestined, and producing research results that are relevant outside the study's direct limitations. In addition, the goal of this qualitative study is to gain a better understanding of a specific research problem from the perspective of the people who live in the area (Mack, 2005).

Phenomenology is a qualitative research methodology that relies on the traits that a group of individuals share in their lived experiences. This method's main objective is to describe the character of the relevant event (Creswell, 2013). Interviews are typically conducted with a group of persons who have firsthand knowledge of a subject, circumstance,

or situation. The interview(s) attempt to answer two fundamental questions (Moustakas, 1994): What have you seen or heard about the phenomenon? What kinds of conditions or contexts have caused you to modify your mind about the phenomenon? Data sources can also include documents, observations, and art. The information is also examined and reviewed again in order to identify similar words and themes, which are then combined to form meaning clusters (Creswell, 2012). Using this technique, the researcher can learn more about the phenomena and ascertain the event, scenario, or experience's universal interpretation. Phenomenology, which has roots in philosophy, psychology, and education, aims to extract the most pure, unadulterated facts possible. In certain versions of the method, the researcher utilizes bracketing to document personal contacts with the subject in order to detach himself from the procedure (Maxwell, 2012).

Furthermore, this research was constrained as it only involved ten (10) college students from various courses at the University of Mindanao Tagum College. The study's participants were deliberately selected, but they do not represent the entire university population. The investigation was separated into two groups: five (5) participants for the in-depth interview (IDI) and five (5) participants for the focus group discussion (FGD). A purposive sampling of a particular number of participants was utilized to reach the study's specifications. The prospective participants had been virtually invited, and the information sought was based on their own personal experiences. The Google Meet virtual meeting session ended with a greeting for accepting the interview, and we assured them that everything would be for educational purposes only, and that all data and personally identifiable information would be treated with confidentiality.

Table 1: Participant's Information

Presumed Name	Gender	Course	Study Group
Diamond	Male	Education	IDI
Platinum	Male	Accountancy	IDI
Gold	Female	HRM	IDI
Silver	Female	Psychology	IDI
Bronze	Female	Criminology	IDI
Moonstone	Male	Accountancy	FGD
Peridot	Male	Criminology	FGD
Turquoise	Male	Psychology	FGD
Ruby	Female	Education	FGD
Jade	Female	HRM	FGD

This study's data collection method was based on Corder's (2007) analytical procedure. To make the current approach as simple and precise as possible, the researchers must fully take into account the nature of this occurrence and the reasons for performing this investigation. Because the informants were the only individuals who took part in the experiment, they were informed and presented with the opportunity to partake. They were encouraged to communicate what needed to be spoken in order for the research to be accomplished during the interview, and they were made to feel safe and secure to answer the questions without feeling pressured and rushed.

4. Findings and discussions

Key Informants. There were ten key informants in this study. They are all college students at the University of Mindanao Tagum College. As a result, they were chosen based on their perspectives and experiences with the study. The researchers described the study's main purpose to the informants during the interview. The researchers allowed them to speak and express themselves openly so that their viewpoints could be successfully communicated. We allowed each of them plenty of time to ensure their responses without putting too much pressure on me to obtain the information the researchers needed.

Research Question No. 1: What are the communicative strategies used by higher education students?

Table 2: The Communicative Strategies Used by Higher Education Students

Essential Themes	Core Ideas
Question Terminating	<ul style="list-style-type: none">I avoid the question by saying “no answer” ma’am/sir.I neglect to answer the question being asked.I will just keep silent when I was asked about a specific question.
Topic Shifting	<ul style="list-style-type: none">I changed the subject.

Strategic Answering

- I make jokes so that I could shift the atmosphere into something funny and exciting.
- I answer the question to where I am comfortable through the topic that I know the most.
- I used words that are not easy to understand by my classmates and teachers.
- I gave analogical and implied answer to the question being raised.
- I appeal for help to my classmates every time I do not know the answer.
- I used word coinage and/or borrowed words sometimes.

During the interview (IDI and FGD), there were three (3) themes being generated based on the data gathering as presented in Table 2. The three major themes were the following: *question terminating, topic shifting and strategic answering.*

Question Terminating

Some of the key informants stated that as a student, when they do not know the answer, they tend to avoid the question just by saying no to the teacher. On that basis, the student would be safe and the teacher would call another.

Platinum mentioned that when his teacher called him and he did not know the answer, the only thing he would say is to say no.

“I avoid the question if I did not know the answer. I think on that way, my teacher would understand and call another who has certain knowledge about the question being raised. I (usually) do that all the time because for me that would be my safe zone.” (IDI_2Q1)

Silver also supported the notion stated by Platinum that neglecting the question would be the best thing to do in terminating the question raised to her by the teacher.

“My best communicative strategy I think is to neglect the question by saying I don’t have any ideas in mind, but in a polite way. As a “meletary” and not prepared to the lesson, I would do that to prevent much more embarrassing moment in class.” (IDI_4Q1)

Furthermore, Jade mentioned that what she and most of her classmates did in class is to stay silent when the teacher called her presence. She believed that this would be a good technique to avoid answering the question.

“When times I did not know the lesson and I was called to answer the question, what I always did is to stay silent and wait for the teacher to find another. This somehow what I have seen and observed to my classmates and by the way, most of the time it is very effective technique.” (FGD_EQ1)

Topic shifting

Another theme being generated is topic shifting. Some participants think that it would be best if we shift the topic into something funny by making jokes. They believe that making jokes are the best communicative strategy to change the topic.

Gold expressed her thought that being funny can sometimes save you from the question.

“When my teacher called me, I make jokes so that I could shift the atmosphere into something funny and exciting. This strategy that I used as a “meletary” is also effective because seeing my teacher and my classmates laugh, this means I have made a good excuse not to answer the question and I have made the topic not the same as it was.” (IDI_3Q1)

Also, Peridot mentioned that being a joker can be an easy gateway to change the subject.

“As a criminology student, being a joker is a strategy in communication. Most of the criminology students want fun and exciting class, thus sometimes, when the teacher called us, we tend to make jokes with our answer and so everybody laughed at the idea presented. Hence, the subject had changed.” (FGD_BQ1)

Strategic answering

Being a “meletary/woodcutter” means you are strategic. Thus, another theme being made on this study is strategic answering. Most of the key informants and participants of this study highlighted the idea of being a “meletary/woodcutter”. To them, even if you do not know the answer, but if you know how to find ways, then you can be saved.

Diamond stated that using difficult and complex words in answering the question would give an impression that you are confident and you know the answer to the question.

“As an education student, being a meletary and/or woodcutter is a trend. What I always did when I was at my difficult situation inside the class was through using words that are not easy to understand by my classmates and teachers. That would mean sometimes that I know the lesson and would give an impression that I know what I am trying to say. Fake it until you make it as what they say.” (IDI_1Q1)

Moreover, Ruby proudly also mentioned the idea of fake it until you make it because she also gave analogical and implied answer to the question being raised by the teacher so that it would help her at least defend her oral recitation in a smooth way.

“In oral recitation, there were times that a teacher would call me in ways that I was not really expecting. But as an education student, I have faked it until I make it as I have learned to master answering questions using analogical and implied answer whether if it is right or wrong. The most important part here is I have answered the question and some classmates of mine would think that I have known it well. And that would give me the idea that is would be a good strategy in communication especially when my teacher will be having oral recitation. I guess this would help me get good grades.” (FGD_4Q1)

On the other hand, Bronze expressed her idea that she asked for help to her classmates every time she did not know the answer.

“When my teacher called me and I did not know the answer, I would just face left to right and ask for support to my classmates. Having them in my student life somehow gives me a support system that I am not alone in this journey. This move I make eventually helps me more to communicate as for me, this is a good communicative strategy as a “woodcutter”. (IDI_5Q1)

Additionally, Turquoise said that he used word coinage and borrowed words sometimes when facing difficulty in expressing his thoughts using the desired target language in his subject.

“I won’t deny the fact that sometimes I used code-switching and code-mixing. And worst, if facing difficulty, I tend to coined words on my own or used slang language. Speaking the desired target language is difficult sometimes, so for me to be able to express myself I do that and will be going to do that definitely.” (FGD_CQ1)

Research Question No. 2: How do students apply communicative strategies in the classroom

Table 3 presented the essential themes and core ideas of the higher education students’ application of communicative strategies in the classroom. There were three (3) major themes generated during the IDI and FGD: *lack of knowledge, uncomfortable situations and getting called on by the teacher.*

Lack of knowledge

Having no knowledge about the question and the topic would lead you to communicative strategies.

Using communicative strategies may help them express themselves, but this may also describe that a person has lack of knowledge towards the topic.

Moonstone expressed that when he has no knowledge about the topic that’s where his communicative strategies step in and became a woodcutter on the process.

“Honestly sir, I became a “woodcutter” when I do not know the answer to my teacher’s question. I suddenly have to think of how can I be able to escape the question or make my educated guess as effective as possible.” (FGD_AQ2)

Also, Gold mentioned how important being a “melet” is for her and how it helps her on her college journey.

“I tend to become strategic when I did not study the lesson. Being a “melet” can be helpful most of the times, especially to me as I can also speak most about my experiences so far. But at the same time, abusing it would not be wise at the same time.” (IDI_3Q2)

Table 3: The Higher Education Students’ Application of Communicative Strategies in the Classroom

Essential Themes	Core Ideas
Lack of Knowledge	<ul style="list-style-type: none">• I became a “woodcutter” when I do not know the answer to my teacher’s question.• I did the “melet thing to do” when I don’t have the knowledge about the topic.• I tend to become strategic when I did not study the lesson.
Uncomfortable Situations	<ul style="list-style-type: none">• When I was at the awkward situation, I became a “meletary”.• I guess and bluff the answer when I am uncomfortable responding the question.• I stayed silent all the time when I was at the uncomfy and embarrassing situation.
Getting Called on by the Teacher	<ul style="list-style-type: none">• I used communicative strategy every time I was called on to answer.• I became a “meletary” when I was chosen to answer the question out of the blue.• When my teacher called me to stand up and answer the question, I tend to become one.

Uncomfortable situations

Being in an unsafe space of learning may lead to an uncomfortable situation. This especially occurs when the student has been put to a situation where he/she feels awkward but there is a need to respond to the question. This would give certain effects to them as they approach questions in the long run.

Jade stated how being in an awkward situation has led her to become a “meletary”.

“When I was at the awkward situation, I became a meletary. I felt sometimes that being called especially if am not prepared to answer and that by then gives me the idea to be a “meletary”. I am now obligated to answer since that would of course gives me low score or gives an impression that I am not studying or listening, thus I “melet” Or sometimes, I stayed silent.” (FGD_EQ2)

Furthermore, Ruby supported the notion presented by Jade that she also guessed the answer every time she did not know how to answer the question.

“I guess and bluff the answer when I am uncomfortable responding the question. Just like her, I also stayed silent all the time when I was at the uncomfy and embarrassing situation. I do not want to embarrass myself to my teachers and especially to my classmates.” (FGD_DQ2)

Getting called on by the teacher

Socratic method of teaching is effective if and only students are participating. But if this approach would trigger an unfriendly and threatening environment, we cannot expect students to be active in our class. Thus, in turn, it becomes a problem to the teachers.

Platinum recalled a scenario when he was called on by his teacher without any time to think.

“I became a “meletary” when I was chosen to answer the question out of the blue. This gives me anxiety but also that time I told myself to answer the question through making things just to give an answer. I get used to it, actually. Since this has always been the technique of my teachers mostly. Hence, communicative strategies pave the way as well for me.” (IDI_2Q2)

Moreover, Turquoise stated that being a “meletary” is the key to alleviate my anxiety in answering the teacher’s questions.

“When my teacher called me to stand up and answer the question, I tend to become one. Being a meletary helps me a lot to lessen my anxiety and my nervousness in front of the class. It is indeed a strategy of a student sometimes.” (FGD_CQ2)

Research Question No. 3: What factors influence communicative strategies used by the students?

Table 4 exhibited the essential themes and core ideas of the factors that influence communicative strategies used by the students. There were three (3) major themes produced during the IDI and FGD: *Having No Preparations; Having Anxiety; Being Humiliated in front of Classmates.*

Having no preparations

Having preparation would lead to constant participation and active learning process. But having no preparations would make the students ineffective and inactive. With this, giving preparations to think and answer the question would be vital for all students.

Table 4: Factors Influence Communicative Strategies Used by the Higher Education Students

Essential Themes	Core Ideas
Having No Preparations	<ul style="list-style-type: none">• If I am not prepared to the discussion, I bluff.• I used my own strategy when I am not prepared.• I talked less and did not want to be involved when I am not ready having a class.
Having Anxiety	<ul style="list-style-type: none">• I am anxious to answer so I stayed silent.• I panic when my teacher called me.• I mumbled and used fillers when I was in an awkward situation.
Being Humiliated in front of Classmates	<ul style="list-style-type: none">• I act like I am wise, confident and know the answer to avoid being embarrassed in the class.• I avoided answering the question when I was asked to avoid so much humiliation.• I became a “woodcutter” as I truly am and a joker sometimes to change the topic and avoid embarrassment.

Silver expressed the value of preparation and the drawbacks of being unprepared.

“For me, preparation is indeed a must. We must always be prepared and orient ourselves every time especially in the classroom set up. But also, I cannot deny the fact that sometimes I am not prepared. If I am not prepared to the discussion, I bluff. I guess the answer. Thus, being prepared saves you a lot because if we are not ready, that would mean also that we are not effective learners or we might not be highly motivated.” (IDI_4Q3)

Peridot also added as to how being unprepared impacted her inside the classroom.

“I talked less and did not want to be involved when I am not ready having a class. I always felt that I am not effective and may not contribute to my groupmates since I don’t have no preparation or knowledge about it.” (FGD_BQ3)

Having anxiety

When it comes to class participation in an academic setting, social anxiety can be a major impediment especially if the students are not prepared and/or not actively participating in the classroom discussion.

Jade recalled an instance when she was having an anxiety inside the class.

“I remembered a time when I panicked when my teacher called me. I was taken by surprise and the sad part is I did not the answer. So, I panicked. And I just stayed silent for a moment and regain consciousness that I really have to answer the question so that I won’t be embarrassed with my answer. Whether my answer is correct or not, that time, I really did not care as long as I can answer the question without them knowing I was just bluffing.” (FGD_EQ3)

Moonstone also remembered a situation wherein he was having anxious.

"I mumbled and used fillers when I was in an awkward situation and most especially when I was having my panic attack. There will be times I am anxious thus, I stuttered and most especially I used fillers when I was trying to answer the question. It was very awful and maybe one of the most embarrassing moments of mine in the classroom. But I learned now. This time, I have learned to apply my "melet" skills prepared or not prepared." (FGD_AQ3)

Being humiliated in front of classmates

Students are fearful of being humiliated and criticized in front of classmates. Consequently, to stay away from any teacher humiliation and criticism. But this can lead to anxiety, demotivating and threatening as this would be a manifestation of an unsafe learning environment.

Diamond mentioned how being a woodcutter saved him from any humiliation through his ways.

"I act like I am wise, confident and know the answer to avoid being embarrassed in the class. That way, it saves me from the humiliation. Faking it until you make it sometimes true especially in the classroom participation. For me, it happens every time. And it worked!" (IDI_1Q3)

Peridot proudly stated how being a woodcutter influenced him to use communicative strategies to avoid humiliation.

"I became a "woodcutter" as I truly am and a joker sometimes to change the topic and avoid embarrassment. For me, as a criminology, I have observed that being a joker helps you escape the question and makes the classroom lighter and livelier. Thus, this influences me a lot to use this way to make the mood shift and specially to avoid humiliation." (FGD_BQ3)

This study is determined to explore the higher education student's communicative strategies. Based on the results of this study, the higher education students highlighted the communicative strategies they used during the classroom discussion. During the interview, the following essential themes were formulated: *Question Terminating; Topic Shifting; and Strategic Answering*.

The commonly associated fluency and language ability with which we sail from one concept to another in our first language, according to Bialystok (1990), is continuously shaken by some disparity in our awareness of a second language. These gaps can take the form of a word, a structure, a phrase, a tense marker, or an idiom. Efforts have been made to bridge these gaps are referred to as communicative strategies.

Communicative strategies have an instantaneous impact on communication and play an active role in the advancement of knowledge. In general, communicative strategies help to keep the communication line and ensure security more input for students. A learner's level of language proficiency, personality, and attitude forward towards a specific approach, as well as interaction circumstances, all have an impact on how they use communicative strategies. These variables interact to influence how communication skills are used. Communicative strategies help students express their understandings while also ensuring listener knowledge and comprehension. It is believed that more conversations will be produced only when ESL learners recognize the need to interact and share information.

While encouraging students to use communicative strategies is advantageous, teachers could perhaps bear in mind that students should not depend primarily on them to improve their English skills in the target language (Putri, 2013). To fill the gap left by trying to explain the message they directed, people frequently use gesticulations or miming, code-switching, and fillers/hesitation. It is preferable for teachers to raise their students' awareness of various taxonomies of communicative strategies from leading researchers and to enable them to begin learning so that they have enough comprehension to overcome information sharing problems in real-life situations.

Tian and Zhang (2005) also looked into the efficacy of communicative strategy training on non-English majors. Among the study's findings were that students in the experimental class used more communicative strategies in group discussions after training, that students' communicative competence significantly improved with the development of communicative strategies in group discussions, and that students had a positive attitude toward the strategies.

Furthermore, when it comes to complex subjects, students try to avoid or ignore the question being asked. According to Brown (2000), this situation can be described as an avoidance strategy. This strategy may be effective, but it is not advantageous for language learners to learn English. When asked a specific question, a student who does not know the answer will simply remain silent, resulting in topic obfuscation.

Dornyei (1995) also discusses word coinage, appealing for help, and stalling for time-gaining strategies. Some of them occur frequently, while others may occur only infrequently. This would imply that some students may have borrowed and coined words when faced with difficulties and challenges in the school environment. When it comes to oral recitation, the most common thing that students do is use fillers or hesitation devices to fill pauses and gain time to

think. He also stated that students can seek assistance directly or indirectly in order to answer the question posed to them.

On the other hand, when it comes to the students' application of communicative strategies in the classroom, the following themes are being generated: *Lack of Knowledge; Uncomfortable Situations; and Getting Called on by the Teacher.*

It is important to note that the goal of the research study is to ascertain whether certain decoding and vocabulary thresholds exist for literacy and competency. Lack of knowledge, as shown by not knowing pertinent keywords on a topic, will probably result in reading comprehension issues comparable to those brought on by a dearth of broad sense vocabulary, arising in a domain specific threshold, i.e., the knowledge threshold, and as a result, students found it difficult to respond to the questions. And when the teacher called them, they also grew uncomfortable in their surroundings.

Their comprehension, in particular, changes from being divided to being well-structured, helping the learner develop the ability to focus on relevant information for faster learning. This transition suggests that the function of background knowledge changes qualitatively as students gain knowledge in a particular field. The connection between prior knowledge and comprehension may change throughout this transfer because a large percentage of domain learning is predicated on comprehending new materials (O'Reilly, Wang & Sabatini, 2019).

Teachers should serve as mentors for learners who are learning a language (Tuan & Mai, 2015). The first step that teachers should take to improve their students' data is to allow them enough time to finish their assignments, give them enough preparation time for speaking assignments, and educate them how to build ideas using mind maps.

Theoretically, according to Kumaravadivelu (2006), teachers can help their students overcome these speaking challenges by acting in amiable, accommodating, and collaborative ways to put them at ease when speaking in front of the class, by reminding them not to worry about making mistakes, and by giving clear instructions and sufficient guidance. To make the material in the textbooks simpler to comprehend, more entertaining, and applicable to their daily life, they should also customize and compress it. Speaking abilities should also be tested because testing encourages students to improve their abilities in the language.

As a result, the aim of classroom English instruction is to teach students how to communicate successfully in any situation using the English language. By using a variety of teaching strategies and speaking exercises to get pupils to engage in discussions more actively, it is recognized. English language instructors either start the conversation or select a task that calls for them to communicate their views to the class in a variety of methods (Genelza, 2021).

Furthermore, based on the finding of the study, these are the essential themes formulated during the interview when asked about the factors influence their communicative strategies: *Having No Preparations; Having Anxiety; and Being Humiliated in front of Classmates.*

Most students seek and anticipate receiving performance evaluation from their teachers. But not every speech performance needs to be handled the same way. The phases of the class, the activities, the kinds of mistakes made, and the particular student who is making the mistake will all have an impact on how teachers decide to react to students' performance. The conversational flow and the purpose of the communicative skill would be ruined if teachers correct every time there is an issue. If teachers correct pupils all the time, they could lose motivation and develop a phobia of speaking up. Because of this, instructors ought to always correct students' errors in a supportive and encouraging approach (Harmer, 1991). The ability to utilize English effectively and meaningfully in information interchange should be the main objective of any English language training (Davies & Pearse, 1998).

Additionally, Liu (2005) discovered that pupils that participate actively outperform non-participants in terms of academic attainment. Students who participate orally can close the communication gap between what they want to say and their ability to convey it. Furthermore, it is generally accepted that engaging in verbal conversation enables language learners to continue practicing new words and structures that were taught during language courses.

Students who suffer anxiety often base their fears on erroneous theories about what causes their uneasiness. They lack a practical strategy to deal with their fear and anticipate danger when it may not exist. When people start exhibiting behaviors related to communication that seem to be effective, they begin to develop positive expectations about those behaviors, and these could become a regular part of learners' interpersonal repertoire (Dayhoff, 2000 as cited by Genelza, 2021). People have developed expectations about the likely outcomes of behavioral traits within and across situations over time and in different learning situations.

According to Fitriani, Apriliaswati, and Wardah's (2015) study, "A Study on Student's English-Speaking Problems in Speaking Performance," the psychological issues that students have with speaking are the most prevalent issue. These issues include low self-confidence, lack of preparation, fear of embarrassment, and anxiety when speaking the language. They encountered emotions such as insecurity, shyness, anxiety, uneasiness, and worry. This underlined the fact that speaking performance is greatly influenced by one's level of anxiety. Even if a person appears to be prepared

to talk and has a lot of ideas, nervousness prevents them from expressing their thoughts and opinions as naturally and flawlessly as they would like.

Thus, the school and the teachers must help achieve students' communicative competence in English by providing training on communicative strategies and creating an English-speaking environment (Organizations such as Debating Club, English Club, and others) and especially in the classroom, thereby officially showcasing communicative competence but with a friendly and free environment where mistakes are okay and open to positive correction with teachers and peers. To accomplish this, students would benefit from overcoming anxieties and being unprepared during classroom discussions, as the main goal of learning a language is to be able to communicate effectively.

It is difficult for students to hold a conversation in English, but this can be remedied with consistent practice and scaffolding. Problems in a variety of areas and at all stages of English language learning are to be expected at all times. When participating in role-playing and other performance-based tasks that require them to speak openly, students frequently recite and express what they have learned from textbooks, limiting themselves to a fixed sentence pattern. Otherwise, they may not be able to hold a smooth conversation. As a result, the students' complicated situation should not be taken for granted.

5. Conclusion

In today's globalized world, a growing number of language learners must pursue their goals of communicating in English language. Because of this need, more emphasis has been placed on their communicative competence. This supported Abhakorn's (2008) hypothesis that the presence of individual learner strategies may further reinforce communicative strategies through constant repetition and the access to resources to use as a tool to assist the learners. Abhakorn's (2008) hypothesis discusses the implications of learner strategies for second language teaching. People's attitudes toward language acquisition and their proficiency in the target language are greatly influenced by their self-aware actions when learning and using a second language. As we learn more about the strategies, we acquire understanding of the intricate system of language learning and teaching.

Students who had a better command of the English language consequently did better in their lessons. Students who were more proficient in English did better in writing, speaking, grasping, and understanding the instructions and lessons given to them in professional courses because English is the language of teaching. Teaching the subject covered in the curriculum and using the language of instruction gives students more exposure to and chances to grasp the material being covered in class, which increases student control over the material being covered in class and results in better academic achievement (Genelza, 2022).

With this, it is highly recommended that every successful communication strategy clarify which three key elements are most important and how they will affect the approach's effectiveness. These comprise the target audience, the message, and the distribution methods for the message. The school and the teachers must help achieve students' communicative competence in English by providing training on communicative strategies and creating an English-speaking environment (organizations such as Debating Club, English Club, and others) and especially in the classroom, thereby officially showcasing communicative competence but with a friendly, safe, and free environment where mistakes are okay and open to positive correction with teachers and peers.

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ORCID

Genesis Gregorious Genelza  <https://orcid.org/0000-0001-5577-7480>

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