



Exploring the oral communication strategies used in online classroom discussion

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Abstract

This study explored the oral communication strategies used by grade 12 students in online classroom discussion. In specific, it dealt with the following research objectives: identifying the types of oral communication strategies used by the students during online classroom discussion and determining the factors that influenced the grade 12 students in using specific types of oral communication strategies. Using content analysis, the recorded discussion in an online classroom, particularly the responses of the students, were transcribed, analyzed, and interpreted. A semi-structured interview was conducted to determine the factors that influenced the students in using the specific type of oral communication strategies. Thus, the triangulation method was used. The findings of this study revealed that 18 out of 34 oral communication strategies in Dornyei and Scott (1997)'s taxonomy of oral communication strategies was evidently implemented during online classroom discussion. The lack of linguistic knowledge (vocabulary and structure of English language), and the lack of confidence in using English language during online classroom discussion, combined with the inability to grasp ideas, experiencing speaking anxiety, and other external factors such as having a poor internet connection and the choice of language used by the teacher during online classroom discussion, were the factors that influenced the students in using oral communication strategies during online classroom discussion.

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INTRODUCTION

Learning the target or second language consists of using it in written and in spoken forms. Students who learn English are sometimes put in a particular situation or context in which they are required to speak the target language. But, nowadays, focusing on using English in spoken form has become more in demand because of globalization (Hardianati, 2016). Mirazaei and Heidari (2012) stated that speaking English language is considered as one of the main goals of most L2 learners. However, communicating orally using English language is considered as one of the crucial skills that students need to learn to use it naturally (Crystal, 2003). Rababah (2015) stated some of the problems mentioned in learning spoken English, one of them is schools are not taking into consideration the level of language proficiency of the students, and they fail to construct enough opportunities for language used and interaction inside the classroom. Khadidja (2010) also added that learner's lack of grammar and vocabulary resulted in difficulties in expressing what they want to say. Moreover, the problem in oral English proficiency can also be associated with learner's restricted opportunities to use the language they are learning. It is mainly due to the glitch of school's curriculum program (Ella & Dapudong, 2014). Zhang (2007) cited in the paper of Gan (2017), discussed that oral Communication skills such as speaking and listening are always regarded as difficult and frustrating for most of the students to practice in their classroom, and even in some places that require oral communication skills. It could be concluded that the main reason is that learners face communication anxiety and lexical insufficiency.

In order to overcome those aforementioned problems, learners require not only the linguistic competence and other type of skills in the target language but also communication strategies to produce a smooth flow of conversation. Strategic Competence in the paper of Widiarini (2019), is a verbal and non-verbal strategies which may considered as an alternative or action for failure in communication because of insufficient knowledge in some competencies (p.68). Moreover, Abdelati (2019) stated that communication strategies may provide assistance to the students to proceed in their discourse and give them an opportunity to construct new attention. In addition, Faerch and Kasper (1983) stated that communication strategies could possibly be utilized to resolve some difficulties encountered by the students in using English language in the classroom. Faucette (2001) defined communication strategies in her article as the ways where learners or speakers control to improve a gap (specifically, struggle to use proper expression or grammatical construction when attempting to speak English) between a person's attempt to communicate and his/her direct access to the linguistic resources. Moreover, Nakatani and Goh (2011) in the paper of Gan (2017) defined communication strategies as student's pursuit to overcome difficulties in order to attain communicative goals. Therefore, communication strategy performs a vital role to assist the learners in enhancing their language to achieve their communicative goals.

Several studies conducted regarding the use of Oral Communication strategies in classroom interaction such as Dideriksen et al. (2019) studied the contextualization of conversational strategies with the used of mixed-method approach, they focused on two contrasting contexts: the spontaneously occurring conversation (SOC) and tasked-oriented conversation. In the end, they found out that a spontaneous conversation indicated an increase in the number of backchannels, a reduced and more generic repair format as well as the higher rates of lexical and syntactic alignment. While TOC described as higher number of specific repair but lower rate in terms of lexical and syntactic alignment. These findings indicate that conversational strategies suit to contextual demands. Using the quantitative dominant mix-method triangulation design in their study regarding oral communication strategies used by Turkish EFL learners, Demir et al. (2018) revealed that participants anticipated to utilize oral communication strategies to some duration with bargaining for meaning as the first priority. Moreover, participants stated that they utilized communication strategies primarily for communication-bound reasons. Rastegar and Gohari (2016) investigated the communication strategies, attitude, and oral output of EFL learners and its relation, indicated that there was a significant relationship between the subscales of communication strategies utilized and the attitude of the students. In the end, the essence of speaking strategy enhancement program in student's education regarding to the learner's attitude towards language learning and their spoken language should not be neglected. In addition, Hardianti (2016) found out in her research regarding oral communication strategies in discussion, learners keep on using achievement strategies more often than avoidance strategies. Also, among the twelve communication strategies utilized by the learners, the most frequently used during the discussion is the filler strategy in making reasons. Moreover, according to the result of interview, students are using filler strategy because they do not have sufficient vocabulary and content knowledge of topics being discussed. Lastly, learners experience communication difficulties as the result of the linguistic insufficiency. Meanwhile, the study about knowledge of grammar and communication strategies of Iranian learners found out that both implicit and explicit knowledge of grammar had a greater impact on the use of oral communication strategies (Heidari & Alavi, 2015).

Hua et al. (2012), studied how and when oral communication strategies are utilized in a classroom discussion of interaction students in public university in Malaysia. The most often communication strategy employed is the code-switching as interlingual strategy and the least communication strategy used is word coinage as interlingual strategy. It also implies that learners should be aware in utilizing communication strategies based on their level of proficiency that will ease their communication. Inkaew and Thumawongsa (2018) found in their study that the result corresponded to the study conducted by Chuanchasit and Prappah (2009) that stated the advanced level of students tended to use risk taking strategies such as circumlocution and clarification request and the beginning level students utilized topic avoidance and body language strategies. In terms of implementing communication strategy instruction in the classroom, Lam (2010) revealed that communication strategy instruction might influence low-proficiency students than high-proficiency students in both communication strategy use and performance task implemented in the classroom. Linblaud (2011) also found out in the study communication strategies in speaking English as a foreign language that the frequently used oral communication strategies were pauses, filled, and unfilled. She also noted that group activity played a vital role when conducting the assessment. Maldonado (2015) also showed the relationship between students' proficiency level and the communication strategies used by the different level of English language learners in oral interaction, In the end, students' linguistic competence is not only connected to the frequency of communication strategies but most likely to the type of communication strategies.

In the study conducted by Manzano (2018) regarding the examination of oral communication strategies used by the adult learners in EFL context, revealed four findings. First, the participants' experienced ample amount of communication difficulties as reflected in several gap-makers. Second, linguistic errors were flourished in their narrations but were neglected because of their communication goals. Third, most of the oral communication strategies were avoidance strategies but, in terms of non-verbal communication strategies, achievement strategies were used. The last finding revealed that through examining the communication strategies by the participants became a way to new strategies that were utilized during story telling. Manzano (2018) also stated that these findings gave new inputs to the existing communication strategies utilized by English language learners. Meigouni and Shirvani (2020) implied that oral communication strategies were very important in developing student's self-efficacy beliefs and lower their anxiety level. Isa (2017) noted that negotiation meaning and non-verbal strategies were the most frequently used communication strategies. In addition, the study of Isa (2017) showed that the most frequently showed challenge and solution to the learners had a relationship with lack of vocabulary and how to improve it. Meanwhile, the study about communication strategies used in EFL classrooms in Iran reflected that the frequency of communication strategies is approximately low compared to other researches on students in other contexts. Thus, it can be gleaned that a minimal number of learners could utilized conversational strategies for conversation tasks (Nakatani et al., 2012). Furthermore, Pallawa (2013) stated in her study that communication strategies could assist the learners to receive appropriate feedback from each other during their performance as well as to overcome the problems in linguistic knowledge of the target language.

The current situation that most countries are facing right now, which is the global pandemic, according to Tria (2020), should not hinder the teaching and learning process. In the Philippine settings, specifically in Basic Education, the Department of Education through its learning continuity plan suggested various learning modalities to cope with this learning challenges in time of pandemic. One of the strategies mentioned is synchronous learning. Berry (2017) stated that synchronous learning gave an online learning environment which could be a collaborative process between the teacher and the students. It would also allow simultaneous discussion and conversation incorporated with online activities. According to Meigouni and Shirvani (2020), just like in classroom conversation or discussion, communication strategies were also implemented in synchronous class, particularly in the conversation between the teacher and the students. This situation can also be subjected for a study in order to determine the communication strategies used in the online class. Based on this empirical observation, the research prompted to conduct the study entitled "Exploring Oral Communication Strategies Used in Online Classroom" to investigate the following sub-problems:

1. What type of oral communication strategies do students employ in online classroom discussion?
2. What are the factors that influence the students in using a particular type of oral communication strategies during online classroom discussion?

This study utilized the communication strategies framework by Dornyei and Scott (1997). In the context of English as a second language and as a foreign language, the learners usually experience some difficulties in various forms of communication either face to face or virtual means of communication. Dornyei and Scott (1997) also pointed out that the discrepancy between L2 speakers' linguistic resources

and communication intention led to numerous systematic language phenomena whose main function was to control difficulties or communication breakdown. Therefore, communicative strategies perform vital role to assist the learners in employing or changing their language to achieve their communicative goals.

The taxonomy of communication strategy by Dornyei and Scott (1997) was derived from the conversation, how to maintain a conversation going, how to end the conversation, and how to patch up communication problems as well as comprehension problems (Widiarini, 2019). In addition, this taxonomy of communication strategy is based on communication problems, and how the second language learners manage those problems identified by Dornyei and Scott (1997). First, the resource deficit- problems in which the first or second language-based gaps knowledge inhibiting them from uttering the messages (Khan, 2017). Second, the own-performance problems where the speaker has come to realization that verbalized message is something incorrectly or partly correct. Third, other-performance problems in which something is anticipated as ambiguous in the interlocutor's speech because it is considered to be incorrect or a result of not being able to totally comprehend something. Lastly, the processing time-pressure related problems where the second language learners need to take more time to process and plan the second language utterances (Widiarini, 2019). Moreover, in order to manage these communication problems, Dornyei and Scott (1997) classified the taxonomy of communication strategies into three categories: direct strategies, indirect strategies, and interactional strategies. Dornyei and Scott's taxonomy (1997) can be considered as a compilation of most previous works related to problem solving features. There are other additional strategies that are paramount to this issue, those are "utilization of similar sounding words" and "mumbling". In conclusion, their taxonomy is considered as a milestone in the far-reaching history of communication strategies research. Therefore, this study is anchored with the taxonomy of communication strategies of Dornyei and Scott (1997) because the researcher believes that the classification or taxonomy is the compilation of the notable framework in the field of communication strategies. The three categories in Dornyei and Scott (1997)'s taxonomy of communication strategies, such as direct, indirect, and interactional strategies were utilized to identify and classify the types of communication strategies and to determine and analyze the communication strategies that works in an online interview task.

This study would serve as an additional baseline in the voluminous literature regarding communication strategies. In addition, it would give an information regarding the type of communication strategies that could be used in an online interview task.

METHODS

Research design

This study utilized qualitative research design. Qualitative research was chosen in order to explore and understand the social phenomenon (Creswell, 2009). Specifically content analysis was utilized to categorize the verbal data for the purpose of classification, summarization and tabulation.

Respondents

The respondents were the Grade 12 students from 2 sections from Accountancy Business and Management Class and 1 class from Technical Vocational Track-Food and Beverages Services of Tañong High School in Marikina city. During the observation, students attended their Media and Information Literacy class. The table below presented the distribution of respondents according to their track and strand.

Table 1. The distribution of respondents

Grade and Section	Track and Strand	Number of Respondents	Percentage
12- Honest	Academic Track/Accountancy Business and Management Strand	10	27.8
12- Trustworthy	Academic Track/ Accountancy, Business, and Management Strand	15	41.7
12- Disciplined	Technical Vocational Track/Food and Beverages Strand	11	30.6
Total		36	100

Source of data

The data utilized in this study was the verbal transcription of the recorded response of the students in the interview task recorded via Google Meet application.

Data collection procedure

In gathering the data, the researcher sought first, the permission from the office of Schools Division Superintendent of Division of Marikina to conduct the study. Then, the researcher utilized three (3) days

recorded online discussion of Media and Information Literacy class. Each day, they discussed one (1) news article regarding legal, ethical, and societal issues in Media and Information, and only the responses of the students during the discussion were taken into account. Then, semi-structured interview was conducted to obtain the response from the students to determine the factors in using specific oral communication strategies during online classroom discussion. The responses of the students were transcribed, analyzed, and interpreted. Thus, triangulation method was utilized.

FINDINGS AND DISCUSSION

Types of oral communication strategies used in online classroom

According to Widiarini (2019), language learners commonly experience some problems in various form of oral communication either face to face or in virtual communication while using English language. Thus, communication strategies play a vital role to facilitate learning. The following tables showed the types of oral communication strategies used by the students in online discussion when they encountered communication problems such as the lack of resources-related problems, own-performance problems, other performance-related problems, and processing time pressure.

Direct strategies

Table 2. Sub-Categories of Oral Communication Strategies under Direct Strategy

DIRECT STRATEGIES	Frequency	Percentage	Rank
Resource Deficit-Related Strategies			
1. Message abandonment	31	31.0	2
2. Message reduction	0	0	
3. Message replacement	5	5.0	3
4. Circumlocution	4	4.0	4
5. Approximation	3	3.0	5
6. Use of all-purpose words	0	0	
7. Word-coinage	0	0	
8. Restructuring	2	2.0	6
9. Literal translation	5	5.0	4
10. Foreign zing	0	0	
11. Code-Switching	46	46.0	1
12. Use of Similar Sounding words	0	0	
13. Mumbling	0	0	
14. Omission	0	0	
15. Retrieval	0	0	
16. Mime	0	0	
Own-Performance Problem Related Strategies			
1. Self-rephrasing	2	2.0	7
2. Self-repair	2	2.0	7
Other-Performance Problem Related Strategies			
1. Other-repair	0	0	
TOTAL	100	100.0	

As reflected in the table, there were 9 sub-categories of oral communication strategies under direct strategy used by the students during the online classroom discussion when they encountered *resource deficit problems*. Jidong (2011) stated that direct strategies produced an opportunity, convenient, and self-contained strategy of obtaining meaning across circumlocution in atoning lack of word specifically in expressing their thoughts orally. *Code Switching* which was used (46) times, followed by *message abandonment* which was used (31) times, and *message replacement* was used (5) times. Other strategies used by the learners were circumlocution, *approximation*, and *literal translation*, *restructuring*, *self-rephrasing*, and *self-repair*.

Code switching

It could be gleaned that the most frequently used oral communication strategy was the code-switching. As defined code-switching in the paper of Zhou and Wei (2007) as the alternative means of bilinguals in using two or more languages.

(R1): *“Mark Joseph manage a football program para sa mga batang lansangan”*

(R2): *“Based on my understanding, yung football club ay may players na may edad eight to twelve years old”*

(R3): *“yung goal ng football program is to enhance the character of batang lansangan in terms of sports”*

Based on these transcribed responses of the students, it was evident they used code-switching specifically the “taglish” variation (combination of English and Filipino, but the statement dominated by Filipino language) in order to answer the questions in their activity orally and express themselves easily. This claim was supported by Simon (2001) in which code-switching could be a means of establishing a good rapport between the teacher and students since it provided them an opportunity to express themselves. Code-switching can be helpful to prevent the risk of misunderstanding among the learners because of L2 deficiency.

Message abandonment

Message abandonment which was used (31) times by the respondents during the discussion was defined as incomplete sentence (Nakatani et al., 2017). While Khan (2017) stated that message abandonment was used when learners wanted to talk but unable to express the meaning of statement because the lack of vocabulary and grammar knowledge. The following excerpt showed how the learners used message abandonment during online classroom discussion.

(R4): *“Mark Joseph Solis manage a football mm...”*

(R5): *“The program was created because they were inspired by the uhh...mm..players of South America”*

(R6): *“ Also, as stated in the article, more than the skills, their project aim to give these children with opportunities for p.....development:*

As reflected in their responses, (R4) left his response or message by using fillers, then he went silent for almost 5 seconds and responded to the teacher that he would give his answer later. In the case (R5), the sentence was uttered almost complete but in the middle of response, a specific descriptive word was left unfinished because she did not know the specific term that could possibly best describe the football players. The same case occurred to (R6), the student abandoned the words before “development”. In the study of Hardianti (2016), these types of responses utilized message abandonment because their vocabulary and linguistic knowledge did not help students to respond effectively in the question given by the teacher. However, Lin (2011) proved in her study that abandonment strategy was very helpful for learners or even speakers who are experiencing communication difficulties. Abandoning words or phrases makes the learners or speakers easier to continue talking.

Message replacement

This sub-category of oral communication strategy under direct strategies described as the process of substituting the original message through avoiding specific language structure or topic which is considered as problematic. for some cases, it would leave out some predetermined elements because of linguistic resources deficiency (Khan, 2017).

“There will always a chance to..... a moment to improve lives”

“The darkest moment in our life reveals the..the..ther...shows our good character”

Based on these excerpts, it could be concluded that responses of the students experienced substitution process. In (R7), the students wanted to convey that there would always a chance our lives, but because there was a lack of linguistic resources, and the student restated it to “a moment to improve lives”. The same as (R8), the student was about to say “the darkest moment in our life reveals the positive traits of individuals”, but it was replaced by “show our good character.

Circumlocution

Tonyo and Sylvia (2004) mentioned in their article that this strategy was being utilized by the students where they described or paraphrased the target object or action. Khan (2007) defined it as the process of exemplification, illustration, or description of the target object or action.

(R9): *“The survey found that girls spent more time chatting with their friends using their “account” in cellphone in sending messages”*

(R10): *“Teenagers are displaying sign of addiction in using their gadgets to the point that they are like holding or it’s like touching their gadgets in bed”*

(R11): *“It is advice to add the stopping or should I say not letting the children to take their gadget in bed”*

As reflected in these responses, circumlocution happened when the students were not able to express exactly what they wanted to say by describing it using other terms. In (R9), the students used “account in cellphone” instead of using “social media account”. While in (R10), instead of using “taking their gadgets in bed”, the student described the action by using words such as “like holding or touching gadgets”.

Approximation

The term approximation is best described as a strategy in which speaker utilized different lexical item or related term to convey the meaning of the target single lexical item or a specific word (Widiarini, 2019). The following responses showed approximation strategy:

(R12): *“The minors are already addicted in using internet”*

(R13): *“It is to believed their device should be strictly monitored”*

(R14): *“Because of internet addiction, it affects the style of the youngster”*

Based on these responses, it could be gleaned that there was a single-item lexical substitution. (R12) used the lexical item “minor” instead of using “youngster” or “teenager”, while in (R13) the word “device” was used instead of “gadget” and (R14) used the word style which referred to the behavior of the youngster.

Restructuring

Restructuring refers to the abandonment of execution of a verbal plan because of language difficulties, by dropping the utterance unfinished, and talking to the intended message based on alternative plan (Khan, 2017).

(R15): *“Carbuena was caught in the camera sla.....; Carbuena was caught in the camera hurting MMDA traffic aide because of traffic violation.”*

(R16): *“The MMDA decided to file a direct ass....case to court; The MMDA traffic aide went to court to file a direct assault case to Carbuena”*

In these two responses, it could be seen that restructuring process was done when they gave their response to the question given by the teacher. In (R14), the first line uttered by the students was dropped because of language difficulty (lack of vocabulary) was experienced by the students. Instead of finishing it, the students restructured it to a new sentence “Carbuena was caught in the camera hurting the MMDA traffic aide because traffic violation”. The same happened to (R15), the statement was also restructured.

In short, the *own-performance problem* encountered by the students during online classroom discussion. The following sub-classification of direct strategies were used

Self-rephrasing

Khan (2017) described self-rephrasing as a “repeating term” but not quite as it is by adding something or using paraphrasing.

(R17): *“Robert Carbuena was labeled in some social media pages as “patayin si Robert Blair Carbuena”; or in general, Robert Carbuena was bullied in social media because of what he did.”*

Based on this response, it can be gleaned that the student rephrased the statement using a simple term.

Self-repair

Widiarini (2019) described self-repair as an act of doing a self-initiated correction in one’s own dialogue or response.

(R18): “After seeing the reports and posts in social media, Carbuena felt discomfort and was **rushes**, I mean was rushed to the hospital”

(R19): “Some people said that Carbuena who was a bully, now being **cyberbullies** or cyberbullied

As reflected in these responses, it could be said that students changed a specific word which they felt wrong or inappropriate in the sentence, for instance the word “rushes” in (R17) was changed to “rushed” because the sentence was in past tense. While in (R18) the word “cyberbullies” was changed to “cyberbullied” since the response described the current situation of Carbuena. Thus, self-repair was being implemented in this response.

Interactional strategies

The next category of Oral Communication Strategy (OCS) in the framework of Dornyei and Scott (1997) is interactional strategy. As cited by Khan (2017) in the work of Dornyei and Scott (1997) regarding interactional strategy, it enables participants to repair the exchange accordingly. This, mutual understanding is the purpose of the successful execution of both pair parts of the exchange. The table below which shows the sub-categories of OCS under interactional strategy used by learners when they encounter three problems during online discussion, namely: resource deficit-related problems, own-performance problem, and other-performance problem-related strategies.

Table 3 Sub-Categories of OCS under Interactional Strategies

INTERACTIONAL STRATEGIES	Frequency	Percentage	Rank
Resource Deficit-Related Strategies			
1. Appeal for help	10	38.5	1
Own-Performance Problem			
1. Comprehension Check	0	0	0
2. Own-Accuracy check	0	0	0
Other-Performance Problem-Related Strategies			
1. Asking for repetition	2	7.7	4
2. Asking for clarification	5	19.2	3
3. Asking for confirmation	0	0	
4. Guessing	1	3.8	5
5. Expressing Non-Understanding	8	30.8	2
6. Interpretative Summary	0	0	0
7. Responses	0	0	0
TOTAL	26	100	

Based on this table, there were five sub-categories of OCS utilized by the students. Appeal for help under resource deficit-related strategy was used (10) times, while OCS under other-performance related problem strategies, expressing non-understanding was used (8) times, and asking clarification was used (5) times. Other OCS used were asking repetition and guessing.

Appeal for help

Nakatani et al. (2012) mentioned that this strategy was demonstrated either in rising intonation or directly or indirectly asking for repetition or help directly or indirectly asking for repetition or help.

(R20): “Mark Joseph is managing a football program for...; Sir, What’s the English of Batang Palaboy?”

(R21): “The goal of this program is to enhance children’s, I’m not sure if that is the character of the children?”

(R22): Sir, I think the football program was created after plagiarism issue? (rising intonation)

Based on these responses, it could be reflected that the students used appeal for help strategy. In (R20), the form of appealing help made by the students was in a form of asking the English version of the Filipino term “Batang Palaboy” which meant “street children”. While in (R21), the students appealed for through asking the appropriate word to use in the statement. Lastly, (R22) utilized the confirmation manner through raising the intonation when mentioning plagiarism. Thus, it was evident that student asked the

assistance of their teacher because they do not really know the exact word or structure to be used in their responses.

Expressing non-understanding

This strategy is used by the speaker if one cannot understand something properly either verbally or non-verbally (Nakatani et al., 2012).

(R23): "Sorry sir, I did not understand the question"

(R24): "Pardon sir, I did not get the point of my classmates"

(R25): "to be honest po there are terms na hindi ko po talaga naintindihan"

Based on these responses, it could be observed that the students explicitly did not understand the question of the teacher, response of their classmates, and the terms in the text used during the discussion.

Asking for repetition

Khan (2017) cited the description of Scott and Dornyei (1997) about asking repetition in which, this strategy is being done when not hearing or understanding something properly.

(R25): "Sir, can you repeat the question?"

(R26): "I was not able to fully hear the name of the case, is that direct assault?"

(R27): "Sir, can you speak louder. We did not hear the last part of the question."

As reflected in these responses, it could be gleaned that the student asked to repeat the questions.

Asking for clarification

It is requesting repetition when not hearing or understanding something properly (Widiarini, 2019).

(R28): "Sir What's the meaning of redeem?"

(R29): "Sir, may I clarify po; is it okay to use the word gadget"

It can be seen that the responses of the students were asking clarification on a certain point. In (28), the student clarified a specific word in the question which was the definition or meaning of "redeem". While in (R29), the student clarified or sought an approval if she could use the word gadget as her response.

Indirect strategies

Indirect strategies under the OCS framework of Dornyei and Scott (1997) are not strictly problem-solving device. They do not actually provide an alternative meaning structure, but rather act as carrier of meaning by creating the conditions in attaining the consensus ideas in the conversation. The table below shows the sub-categories of OCS under indirect strategies when the students encountered the following problems such as resource-deficit related problems, own-performance problem, and other performance-related problem.

Table 4. Sub-categories of OCS under Indirect Strategy

INDIRECT STRATEGIES	Frequency	Percentage	Rank
Processing Time Pressure-Related Strategies			
1. Use of fillers	11	91.7	1
2. Repetitions	0	0	
Own-Performance Problem Related Strategies			
1. Verbal Strategy Markers	1	8	2
Other-Performance Problem-Related Strategies			
1. Feigning Understanding	0	0.0	0
TOTAL	12	100.0	

Table 4 shows the sub-category of OCS under indirect strategies used by the students during online discussion. The most frequently used OCS was the utilization of fillers which was used (8) times which comprised of 91.7% and verbal strategy markers which was used (3) times, comprised of 8%.

Use of fillers

A speaker may use filler words to fill pause and to take some time to think (Tonio & Sylvia, 2004). In addition, Dornyei and Scott (1997) described the use fillers as a mean to fill pauses, to stall, and to increase time in order to keep communication channel open and preserve discourse at times of difficulty.

(R30): "Carabuena was uhmm being bashed in social media"

(R31): "yeah, actually, he was also ahh ahh being cursed in social media"

(R32): "well, I think Carabuena apologize on what happened"

In those responses, it can said that the students utilized filler in a form of vocal disinfluence such as "uhm" which is evident in (R30) in order to continue what the speaker wants to say. The use of "yeah" and "actually" in (R31); and "well" in (R32) at the beginning of the statement to introduce the idea or the proper response from the students.

Verbal strategy markers

These are the verbal markers phrases before or after a strategy to signify that the word or structure does not carry the intended meaning perfectly in the second language (Khan, 2017).

(R33): "I forgot the right term, but using gadgets more than a habit is bad"

Based on this response, it could be seen that the students utilized a verbal marking phrase "I forgot the right term" before the intended response.

In accordance to the literature on oral communication strategies that is previously presented, the taxonomy of Dornyei and Scott (1997) contains the largest number of communication strategies and it is considered as one of the recent taxonomies in the field of oral communication strategies. Based on the responses that were explained before, those reflected the three basic categories of OCS of Dornyei and Scott (1997)'s taxonomy. It actually helped the students to manage their responses in the conversation and to answer the lack of linguistic resources they encountered during the conversation. This idea is supported by the claim of Lin (2011), which stated in his study that the direct strategy, indirect strategy, and interactional strategy were considered as method of problem-management strategy in communicating to others using L2. In addition, it provided an assistance to the non-native speakers in arranging and learning difficult terms in L2. Furthermore, Phuong Thao (2018) mentioned that with the understanding of discrepancy between L2 speakers' linguistic resources and communicative target, direct strategies, indirect strategies, and interactional strategies had become the dominant phenomena of research among other field of linguistics.

Factors that influence the students in using a particular type of oral communication strategies during online classroom discussion.

This portion presents the responses of the students in order to obtain and analyze the reasons or the factors considered by the students in using specific type of oral communication strategies.

Lack of linguistic knowledge (vocabulary and structure)

(R1): I used taglish because there are words which I do not really know the English term so that I can completely say my response.

(R2): I wasn't able to finish the whole sentence in my answer a while ago, because it don't know the appropriate word to be used

(R3): I'm quite confused on what to use in the sentence either have been or has been

Not confident in using English language

(R2): I decided to stop the first message that I uttered because I felt that it has no sense at all.

(R3): There are words or statement that I uttered which I do not know how use that is why I changed it a statement which I was comfortable to use

(R4): I just described the word I that I was about to use a while ago because I felt pressured, probably because all my classmates were listening attentively a while ago.

Based on these responses, it could be gleaned that each student had his/her own reason in using certain type of oral communication strategy. In (R1), it was clearly stated by the student that she used “taglish” because of lack of vocabulary in L2, then she continued answering the given questions. This response is parallel to the description of code-switching by Zion & Wei (2017) as the alternative means of bilinguals in using two or more languages to bridge the linguistic gap between L1 and L2. Based on the observation made in (R2), it was known that the reason of the student was quite similar to the process of using message abandonment strategy. Khan (2017), emphasized that speakers who were using message abandonment when they were unable to express the meaning of their own statement because of lack of vocabulary and grammar knowledge. In the case of (R3), it could be gleaned that the student’s response was the same as what Dornyei and Scott (1997) described regarding message replacement, which was to substitute the original message by avoiding specific term/structure or topic which is that was quite problematic.

Non-understanding of ideas

(R5): *“Honestly, I really don’t know the English term for “Batang Palaboy” that’s why I asked you sir its English term”*

(R6): *“I decided not to answer the question and directly told you, that I do not know the answer”*

External factors

(R7): *“I was not able to hear the question probably because of poor internet connection, so I asked you (sir) to repeat the question”*

(R8): *“Headset is not working properly that is why I was not able to hear the question properly”*

(R8): *“there are words you used (sir) in your question which I did not understand that’s why I wasn’t able to fully uttered my response in your question”*

In this set of responses, (R5) expressed that he really did not know the English term for “Batang Palaboy”, that was why he demonstrated the gesture of asking for assistance to the teacher, which was also emphasized by Nakatani et al. (2012) regarding the appeal for help strategy. In regard to (R6), it was evident that he did not understand the question of the teacher. Regarding the (R7), the student stated that poor internet connection was the main reason in using “asking clarification strategy” in online classroom discussion. Thus, not understanding ideas and other external factors such as teacher’s choice of words in asking question and internet connection were considered as their reasons in using oral communication strategies.

Speaking anxiety

(R18): *“I was not able to control myself in using “uhm” and “yeah in my answer a while ago because I’m not confident with what I’m saying specially in expressing English statements.”*

(R19): *“I was still thinking the next word to be used because I’m not use to speak in English and I’m afraid I would commit mistake in front of many people”*

From all the responses made by the students in providing their reasons or factors in using specific type of oral communication strategies, it indicated that their reasons varied by the appropriate meaning of the responses were the same on the description of sub-categories of OCS in the taxonomy of Dornyei and Scott (1997). Felt pressured, not sure of words to be used, non-understanding of ideas and external factors such as teacher’s choice of language, and poor internet connection were the recurring reasons made by the students in using specific type of OCS. According to Spromberg (2011), Dornyei and Scott (1997) argued that communication strategies should “include every potentially intentional attempt to cope with any language-related problem of which the speaker is aware during the course of communication” (p. 179). Hardianati (2016) emphasized that students encountered communication problems as the results of target linguistic inadequacy. In order to overcome these problems, the students resort to several types of communication strategies. Thus, oral communication strategy used by the students is not indicating a sign of communication failure. Conversely, communication strategies surface as the students realize that they have problems of expressing their intended meaning and they need to solve the problems.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn. There were eighteen (18) out of thirty four (34) oral communication strategies implemented or applied during online classroom discussion. In direct strategies, nine (9) OCS were utilized by the students, those are code-switching, message abandonment, message replacement, circumlocution, approximation, restructuring, literal translation, self-rephrasing, and self-repair. While, in interactional strategy, five (5) OCS were utilized: appeal for help, expressing of non-understanding, asking for clarification, asking for repetition, and guessing. Lastly, in indirect strategy, two (2) OCS were used by the students: which were using filters and verbal strategy markers. On the other hand, the lack of linguistic knowledge (vocabulary and structure), not confident in using English language during the discussion, not understanding ideas, speaking anxiety, and external factors such as poor internet connection and the choice language used by the teacher during online classroom discussion were the factors that influence the students in using oral communication strategies during online classroom discussion.

The result of this study provided an information on how the senior high school students demonstrate their communication problems. The thirty-four (34) oral communication strategies may serve as a marker or signal for the teacher in helping the students to express themselves in language classroom discussion or in doing communicative tasks. In addition, the findings should be helpful in determining the field in which students are experiencing communication problems. Thus, applicable teaching strategies or interventions could be provided specially in teaching oral communication strategies. As stated by Manzano (2018), teaching oral communication strategies is very important to develop the strategic competence of the students. Manzano (2018) also asserted that English teachers may also examine or analyze if the oral communication strategies used by the students are really intended to overcome their communication problems. Therefore, English teachers should closely monitor the linguistic background of their students. Further studies should be conducted related to oral communication strategies, mainly the subject on the effectiveness of oral communication strategies used by the students in performing oral task. All in all, the findings of this study supported the existing literature in oral communication strategies regarding its strong function in expressing oneself using English.

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