







as active kind of strategies and important for the EFL to enhance their ability in speaking the target language.

## (2) What are the overall communication strategies used by the trainees during the listening tasks?

To accomplish the communication goals, the results also disclosed that all seven factors were used by the research subjects to overcome the problems in listening. To be more specific, most of the participants as English major students tended to “get some hints about the speakers’ intentions [12]” by employing ‘scanning strategies while listening’. As it might be too difficult for the EFL learners to understand every single word and sentence that the interlocutors spoke in English, they therefore needed to check to discover the main point of what they just heard from the other end so they could comprehend and give them response (Item 12).

Apart from that, the following strategies: nonverbal and negotiation for the meaning while listening were used frequently by the respondents as well. This can be interpreted that using nonverbal information such as making eye contact, studying the speakers’ facial expression and gestures can improve the students’ listening comprehension. Additionally, in order to cross-check their understanding, the participants would also repeat or even ask the speakers for clarification (Item 21).

Interestingly, the results also shown that less active listener strategies, least frequently used by the respondents, signifies “negative attitude towards using active listening strategies for interaction [12]”. These certain strategies (less active strategies), as pointed out by Huang and Van Naersan (cited in Nakatani) [12], are most likely be employed by less successful EFL learners when performing the oral communication tasks.

## VI. PEDAGOGICAL IMPLICATION

It is suggested that, based on the results of this present research as well as the previous studies, to effectively raise the students’ awareness of the communications strategies, the relevant courses’ instructors should consider adding CSs training in the classroom or activities in the program or curriculum ([13], [14], [15]). As also illustrated by Faerch and Kasper [9], “by learning how to use communication strategies appropriately, learners will be more able to bridge the gap between pedagogic and non-pedagogic communication situations”.

## ACKNOWLEDGMENT

This research paper has been written with financial supported from the Faculty of Humanities and Social Sciences, Thaksin University, Thailand.

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