

3 ICLICE 2015 56 Siti Mariam binti Mohammad Iliyas

To Say Or Not To Say: Message Abandonment As Communication Strategy In Group Discussion

Siti Mariam binti Mohammad Iliyas
UiTM Cawangan Johor, Kampus Pasir Gudang,
Jalan Purnama, Bandar Seri Alam, 81750, Pasir Gudang, Johor
sitim364@johor.uitm.edu.my

ABSTRACT

The idea of communication strategies involves the systematic, automated action taken by a speaker when he is dealing with difficulties to convey his meaning when speaking. It is not always verbal, and by simply abandoning the message, it also counted as a strategy in communication. This study looks into the usage of message abandonment as communication strategy among language learners in group discussion. This study is a qualitative representative case study, and the basis of this study is the taxonomy of communication strategy proposed by Dörnyei (1995). Details and descriptions on the usage of message abandonment during group discussion which involved both high and low proficiency learners are reported in this study. The findings indicate that both high and low proficiency learners apply this communication strategy in their spoken discourse. Furthermore, it is also revealed that there are differences in terms of the reason of the usage of such strategy.

Keywords: Message Abandonment, Communication Strategies, Group Discussion

Introduction

This study investigates the use of reduction strategies, specifically message abandonment during group discussion among Malaysian language learners. The patterns as well as the possible explanations of such usage are notable to be known in improving the teaching and learning of language in the ESL classroom.

Background of the study

Language learning in educational institution is made available through the language subjects and courses for the students. The purpose of the courses and subjects is generally to improve students' level of proficiency as well improving the language usage in communication. As usage of language is concerned, the students are typically being assessed with various kinds of assessments, varying from all the related skills in language namely listening, reading, writing as well as speaking to check whether or not they are able to master certain set of skills taught to them. As for speaking, other than for basic communication, the students are also exposed to various context of speaking, and one of the major parts is preparing them for professional communication. For such purposes, speaking assessments and tests were administered in various ways such as presentation, role play, group discussion, meeting and interviews.

Regardless of the way communication takes place, breakdowns or problems are bound to happen, especially when it comes to impromptu task, or the ones which require brief preparation. Speakers will naturally face some difficulties in conveying their messages, and it leads them to do something to deal with problem and try to make themselves understandable. It involves their awareness of the occurrence of such breakdowns, and certain steps that they take to take care of it in order to ensure the effectiveness of the communication process. This

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

is when communication strategies will take place, as the strategies are stemmed from two important aspects, namely '*problem-orientedness*' and '*consciousness*' (Canale & Swain, 1980; Faerch & kaper, 1983).

Concerning the importance of communication strategies in the teaching of language, specifically English as second language, this study is projected towards finding out the usage of message abandonment as well as the possible explanations towards its usage among the speakers, specifically English language students in speaking task. For this study, the task is group discussion and it involves both high and low proficiency learners. The findings of this study will perhaps be able to provide the language practitioners with the insights for the usage of message abandonment as communication strategies hence become the basis of modification that can be done to further improve the teaching and learning of English in educational institutions.

Statement of the Problem

Communication takes place in practically various context and settings, and the mastery of language, specifically spoken discourse is much needed in order to ensure the effectiveness of the process. In the context of the teaching and learning of English as the second language in Malaysia, problems among learners in mastering the language has become one of the main reasons of the low level of achievements in language proficiency. One of the ways to deal with communication breakdowns is to leave the message unfinished because the speaker has limited vocabulary, and it is referred to as message abandonment. It is categorized under avoidance or reduction strategies, and it is listed in several taxonomies of communication strategies (Dörnyei, 1995; Tarone, 1977); Faerch & Kasper, 1983b); Willems, 1987; Dörnyei & Scott, 1995a, 1995b.

Avoidance or reduction strategies are usually more prominent among low proficiency learners as they have low level of mastery of the language (Dobao, 2002), and message abandonment is one of the strategies listed in this type of strategy. This particular usage of strategy is explained to be the result of limited command of the target language among the low proficiency learners which cause the inability to develop alternative means to convey their originally intended (Siti Mariam Mohammad Iliyas, 2013). However, since problems occur to all learners in speaking regardless of their level of proficiency, the usage of message abandonment can possibly happen among the high proficiency learners as well. Plus, there might be some explanations on why the speakers of different proficiency level resort to this strategy. Very little is known regarding this matter and previous studies have not really covered on this aspect. Better understanding of this issue can lead to better practice regarding communication strategies, as well as on how language educators can deal with the problems especially in speaking component in the teaching and learning activities as a part of language course or subject.

Purpose of the study

The main purpose of the study is to find out the usage of message abandonment as communication strategies by the learners in group discussion. The findings from this study illustrate the usage of the strategies between the high and low proficiency learners as well as the possible explanation on why they used the strategy. All in all, it can be the benchmark of the future approach by the educators in the context of communication strategies exposure to the learners.

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

Objectives of the Study

The objectives of this study are to:

1. Compare the usage of message abandonment as communication strategies between the high and low proficiency learners
2. Describe the possible reasons for the usage of message abandonment among the high and low proficiency learners

Research Questions

The research questions for this study are as follow:

1. Is there any difference in terms of the usage of message abandonment between the high and low proficiency learners?
2. What are the possible reasons for the usage of message abandonment among the high and low proficiency learners?

Significance of the study

The findings from this study will be useful in providing the extent of usage regarding message abandonment as communication strategies among the students during their speaking task. It will also present the information about the possible connection between the uses of the strategies for students of different proficiencies. Therefore, future teaching for the lesson can benefit from better understanding of why learners opt for message abandonment when communicating. This study will also benefit the educators in planning the lesson with consideration given to the way to deal with breakdowns in communication as an approach for the course. Consequently, it could be a descriptive way of gauging the current approach used by the educators, especially pertaining to speaking. In general, the findings from this study is hoped to be beneficial towards the improvement of language teaching and learning in the institution hence further elevating the quality of English education in Malaysia.

Limitation of the study

Case study approach was utilized for this study. Thus, it involved a small number of participants. Only four learners were involved in the group discussion which were observed and recorded for the purpose of this study. Two of them represent high proficiency learners while the other two represent low proficiency learners. Furthermore, the participants chosen for the study are all of the same gender. Moreover, the study also focused on one particular product-based communication strategies taxonomy, the one suggested by Dörnyei (1995), and did not include other taxonomies of communication strategies. Apart from that, the instruments used for the group discussion was originally used for the speaking assessment, and it is done in controlled situation; hence the high formality in terms of the nature of the discussion. Last but not least, the data obtained was solely based on the researcher's observation of the group discussion; therefore, it only provides a single perspective without the ones obtained from the participants themselves.

Literature Review

Communication Strategies

Various ways were used in defining communication strategies following numerous studies done on it. However, a definition which is generally working to define the term 'communication strategies' is proposed by Corder (1980; cited in Dörnyei, 1995). He defines communication strategy as '*a systematic technique employed by a speaker to express his [or*

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

her] meaning when faced with some difficulty'. The definition provided is consistent with the two important concepts proposed by Canale and Swain (1980) and Faerch and Kasper (1983) regarding communication strategies, which are problem-orientedness, as well as systematic and consciousness. Conceptually, communication strategies emerge from communication breakdown that occurs as the result of L2 speakers' failure to convey their intended message because of their limited mastery of the knowledge.

The two important defining criteria for communication strategies in general are '*problem-based*' and '*consciousness*'. As for the first criteria, it occurs as the result of the clashing between the communicative intention of the speaker and the linguistic resource available. Dörnyei and Scott (1997) argue that the notion of '*problem-based*' is too general and there is a need to narrow it down to the exact type of problems that arise in the communication. They proposed the following four problem; *resource deficits* which prevent the speaker from verbalizing the message, *own-performance problem* which emphasize on the realization of the speaker upon the problems in his discourse and the way he deal with it, *other-performance problem* which focus on the problems of the interlocutor in the communication, and finally *processing time pressure* which highlights on the importance of sufficient time for the speaker to process and plan the communication.

The second defining criteria; '*consciousness*' could occur in many stages during the process of communication. Some of the instances are the speaker's consciousness about the problematic occurrences, the attempts to deal with the problem, as well as the possible ways to rectify the crisis. Therefore, the three aspects of consciousness which are argued by Dörnyei and Scott (1997) to be particularly relevant in communication strategies are *consciousness as awareness of the problem*, *consciousness as intentionality*, and *consciousness as awareness of strategic language use*. In addition, another criterion is added, which is *consciousness as control*. However, Dörnyei & Scott (1997) claimed that the fourth aspect should not necessarily be a defining criterion of communication strategies. As for message abandonment, they are both generally related to these two important criteria.

Dörnyei's (1995) Taxonomy of Communication Strategies

This taxonomy is one of the most employed taxonomies of communication strategies for the related research in this field. Dörnyei's (1995) taxonomy is outlined based on the most common and important strategies which consistently appeared in the earlier taxonomies. The following figure illustrates the taxonomy and the strategies, which listed message abandonment as a part of it.

Figure 1
Dörnyei's (1995) Taxonomy of Communication Strategies

<i>Avoidance or Reduction Strategies</i>	
i.	Message abandonment
ii.	Topic avoidance
<i>Achievement or Compensatory Strategies</i>	
iii.	Circumlocution
iv.	Approximation
v.	Use of all-purpose words
vi.	Word-coinage
vii.	Use of non-linguistic means
viii.	Literal translation
ix.	Foreignizing
x.	Code switching
xi.	Appeal for help
<i>Stalling or Time-gaining Strategies</i>	
xii.	Use of fillers/hesitation devices

Message Abandonment as Communication Strategies

This strategy is described as *leaving message unfinished because of language difficulties* (Dörnyei, 1995). The strategy is listed in the taxonomy following the basic principles for classifying communication strategies established by Varadi (1973), Tarone (1977), and Faerch & Kasper (1983a). As message abandonment involves alteration, reduction, or complete abandonment of the intended message, it is categorized as *avoidance or reduction* strategies. The following figure illustrates the other taxonomies of communication strategies which listed message abandonment as one of the strategies.

Figure 2
Other Taxonomies with Message Abandonment as Communication Strategies

Taxonomy	Category & Subcategory
Tarone (1977)	Avoidance; <i>Message abandonment</i>
Faerch & Kasper (1983b)	Functional Reduction; <i>Message abandonment</i>
Willems (1987)	Reduction Strategies; <i>Message abandonment</i>
Dörnyei & Scott (1995a, 1995b)	Direct Strategies; Resource deficit-related strategies; <i>Message abandonment</i>

These taxonomies recognize duality in strategies usage, and message abandonment falls under the first purpose, namely to tailor one's message to one's resources by altering, reducing or completely abandoning the original content. As listed above, different categorizations were used where message abandonment is listed as one of the strategies. Corder (1981) pointed out that message abandonment could also be labelled as '*message adjustment strategies*' other than '*risk-avoidance strategies*'.

The issue of whether or not message abandonment should be regarded as communication strategies is highlighted in several studies. Regarding that, an explanation

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

that could be related is the idea behind Dörnyei & Scott's taxonomy. The taxonomy was extended to cater the context of problem-solving strategies, and classified the strategies according to the manner of problem management. In other words, it is related to the contribution of communication strategies in resolving conflicts as well as achieving mutual understanding. Three basic categories were listed; *direct*, *indirect*, and *interactional*. Message abandonment falls under the second category, which is not strictly problem-solving device. As stated by Dörnyei & Scott (1997), the strategies categorized in this category do not provide meaning-related structures, but instead assisting the process of conveying the meaning indirectly by creating the conditions for mutual understanding. On top of that, they also contribute in terms of preventing breakdowns and keeping the channel open. Thus, regardless of the fact that indirect strategies are not meaning-related, the fact that they are relevant and significant towards problem management makes them a valid subcategory of communication strategies.

Methodology

Research Design

The study was implemented using the qualitative approach, and case study was chosen as the main design. The type selected for the case study is illustrative, as it attempted to describe the use of message abandonment as communication strategies usage among language learners. Furthermore, case study of illustrative type was utilized to provide in-depth example and description about the strategies used by the language learners in the communication process; in this case, group discussion. Detailed account about the exact usage of the strategies among the learners, namely message abandonment was recorded and analyzed. The analysis from the recorded data was employed to illustrate the way the language learners make use of the strategies during the group discussion; which one of the assessment in the language course.

This particular study is a representative case study, as the findings were made as generalization about the usage of message abandonment as communication strategies among language learners for the chosen institution; UiTM Johor. The chosen students for the study represent other students in terms of language proficiency; both high and low. Generalization is deemed to be appropriate as the students enroll in the same course in the institution with practically similar approaches in teaching and learning.

The scope of the study is one selected group with four students for the speaking task, which is the group discussion. The students were chosen from one of the faculties in UiTM Johor, specifically the Faculty of Information Management. Purposive sampling was done for the four learners involved in the group discussion, as the representatives of both levels of proficiency as differences regarding communication strategies used between language learners of high and low proficiency are highlighted in this study.

Research Method

For the purpose of this study, direct observation was carried out in investigating the communication strategies used by the language learners during group discussion, namely message abandonment. The researcher observed a group of students and identified the strategies that they used when they engaged in the group discussion. For the purpose of noting the data, the instrument used for the observation was the checklist of communication strategies as well as video recording of the group discussion. The checklist is adapted from Dörnyei's (1995) taxonomy of communication strategies. The recording was examined by the researcher to support the data collected from the observation.

Data Analysis Procedures

The data recorded from the observation as well as the video recording were analyzed with focus given to the fillers and hesitation devices used by each student as communication strategies for both individual presentation and group discussion. The analyses were done to cater the research questions formulated for this study. The discussions were made based on two main focuses, which are:

1. The usage of message abandonment as communication strategies between the high and low proficiency language learners in group discussion
2. The possible reasons for the usage of message abandonment among the high and low proficiency learners

The analyses were done using thematic coding, based on the framework of communication strategies taxonomy by Dörnyei (1995). The analyses were done inductively from the recorded and transcribed data, and tentative codes were later generated, specifically based on the use of message abandonment. Detailed descriptions about each student; A, B, C and D were provided, and followed by the accounts on the patterns of the usage of message abandonment as communication strategies by the students in general. Therefore, similarities regarding the strategies were highlighted among the students. The data was analyzed by quantifying qualitative data and was utilized to see the pattern and the differences of usage between the low and high proficiency students.

Participants and Setting

There were four students chosen as the participants for this study, and they are the diploma students from the Faculty of Information Management in their second semester of study in UiTM Johor. For the purpose of this study, two of the participants were chosen among the high achiever for the English course, and the other two from the low achiever. The selection was made based on their examination result for the English course from the previous semester, as well as their speaking test marks. These differences are highlighted to compare the differences of communication strategies usage between language learners of different proficiencies. The selection of the course was made based on the group discussion as the main part of speaking component. Based on the course information and syllabus, each and every student should be able to take part in a discussion, which comprises both individual presentation and discussion in the group. Therefore, the course is deemed suitable to cater the focus of the study which is communication strategies used by the students in group discussion.

Findings

As stated, message abandonment is a strategy classified under avoidance/reduction strategy in Dörnyei's (1995) taxonomy of communication strategy and it happens when the speaker initially stated his point but leave it unfinished after a while. Usually, it is associated with problems such as lack of language knowledge in terms of vocabulary to further elaborate and explain about the points. Although message abandonment is normally related to the learners with low proficiency in English, the data recorded from this study has shown that it also occurs among the high proficiency learners. Some examples of the usage of message abandonment strategy are as follow:

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

Table 1
Examples of 'Message Abandonment' Strategies Usage

Level of Proficiency	Example
Low	L1 : <i>Maybe it will take a longer time for them to... <u>to the next uh... yeah.</u> (L10)</i>
	L2 : <i>But they cannot always choosy... and think about payment, <u>or... something... that uh... I think... uh.</u> (L149)</i>
	L2 : <i>..., they can just work... any job, or... not think too much about what are jobs <u>they must work, or... yeah.</u> (L44)</i>
High	H1 : <i>... when using experience, <u>we can apply it on our job... and our job.</u> (L135)</i>
	H2 : <i>... there's something in your mind <u>that business... yes,....</u> (L111)</i>

Based on the data analyzed from the speaking task, all four speakers used this strategy, regardless of their level of proficiency. Therefore, in the context of this study, message abandonment is a common strategy used and it is not uniquely associated only with the low proficiency learners. Thus, although this concurs with the findings from previous study suggesting that message abandonment is more prominent among low proficiency learners (An Mei & Nathalang, 2010; Chuanchaisit & Praphal, 2009; Ting & Lau, 2008; Yang & Gai, 2010), it proves that high proficiency learners also opt this strategy in their communication.

This finding indicates that there could possibly be various reasons behind the choice of such strategy. Naturally, the speakers resort to this strategy as they are not able to further elaborate the stated points, and simply end their point and pass the turn to other speakers. From the data, this situation happened to the learners with low proficiency, L1 and L2.

Speaker	Example	Notes
L1	<ul style="list-style-type: none"> ... longer time for them to... to the next uh... yeah. 	<ul style="list-style-type: none"> Leaving sentence incomplete followed by the word 'yeah' in decreasing tone; indicates abandonment of intended message
L2	<ul style="list-style-type: none"> ... about what are the jobs they must work, or... yeah. 	<ul style="list-style-type: none"> Rising tone in 'or' followed with pause indicates more ideas, but instead abandoned and ended.

Aside from that, speakers also abandoned their initial message because they possibly feel that it is better for them to start talking about other point as continuing the initial message could affect the clarity of their point in general. Thus, rather than jeopardizing the efficiency and clarity of their elaboration, the speakers abandoned the problematic point and start elaborating the main point with other explanation. It can be seen from the data that H2, the learner with high proficiency level used this strategy and immediately continued his speech using other related points.

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

Speaker	Example	Notes
H1	<ul style="list-style-type: none"> ... we can apply it on our job... and our job. 	<ul style="list-style-type: none"> Decreasing tone in repeating the phrase 'or job' indicates abandonment of the intended message.
H2	<ul style="list-style-type: none"> ..., there's something in your mind that business... yes, ... 	<ul style="list-style-type: none"> Purposely leaving the sentence without further elaboration, indicated by the decreasing tone in the word 'yes', and continue talking about other point.

Discussion

Generally, the findings suggest that message abandonment is common among language learners, regardless of their level of proficiency, and learners tend to resort to this strategy for several possible reasons. Moreover, as suggested by Dörnyei and Scott (1997), rather than planning to execute the strategies to handle the difficulties, which the speakers are aware of during the communication, the devices are used most of the time without a conscious decision (p.185). Therefore, it can be concluded that the usage of this device normally occurred among learners regardless of their level of proficiency; hence became the common strategy used by the learners during the speaking task.

With regards to low proficiency learners, one possible explanation for such usage of strategy is their limited mastery of the language. They could possibly have more explanation about the points that they have explained, but the knowledge of the language, specifically the vocabulary is lacking. This is related to the extended view of 'problem-based' by Dörnyei & Scott (1997) as the first characteristic of communication strategies, focusing on *resource deficits* and *own-performance problem*, when the speaker realize his problem and prevent him from conveying the idea.

Other than that, it is also possible that the learners are aware of the problem that he might have to deal if he continues talking about the initial message, hence abandoning it. They opted to avoid the possibility of the problem to be occurring by not choosing to endeavor the problematic path. It can be concluded from this study that the learners used this strategy most probably to avoid even worse breakdowns in their communication as well as ensuring that their initial idea would not be incomprehensible by the other interlocutors. This is in line with the notion that learners opt for avoidance strategies to avoid the risk of not being able to convey their message, as proposed by Corder (1983; cited in Chuanchaisit & Prapphal, 2009).

Another aspect worth to be noted with regard to the findings is the notion of communicative effectiveness, as suggested by Littlemore (2003). The three aspects of this conception are 'ease of comprehension', 'stylishness of expression', and 'proficiency'. As for the case of message abandonment, it is generally related to the idea of being clear about the topic (*ease of comprehension*) and being proficient. For low proficiency learners, they choose to abandon the message initially because they are practically not proficient in the language itself. Thus, their choice to leave the message unfinished caused their message to be less communicatively effective. However, as for the high proficiency learners, they abandoned the message to steer clear from any possible problem that might occur as they did not feel comfortable to continue talking about it, hence elevating the aspect of ease of comprehension.

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

Therefore, it helps them to be more communicatively effective. All in all, message abandonment can be positively or negatively related to communicative effectiveness.

Implication

Better understanding on why learners abandon their message unfinished will be beneficial in teaching and learning. On one side, the learners will have the choice in improving their communicative effectiveness as they can choose to leave the problematic area before they jeopardize their comprehensibility in conveying intended message. Oppositely, the educators will have more ideas on why their learners opt for message abandonment in their communication, and it does not always mean that the learners have problems with their proficiency.

On top of that, numerous studies in communication strategies have found that improving learners' awareness towards the strategies as well as direct instruction in language teaching and learning are beneficial towards learners' proficiency (Maleki, 2007; Teng, 2012; Nakatani, 2005). Knowing what to do when breakdowns happen during communication will help the learners to be better language users. Yuanyuan (2011) proposed that language learners use communication strategies regardless of the fact that they are not actually aware of the concept. Better understanding of the strategies, both achievement and perhaps some avoidance or reduction strategies will assist the learners to plan even better usage of the language with the aid of the communication strategies that they can utilize. Thus, it is undeniable that the teaching and learning of language will benefit from the practices involving the usage of communication strategies.

Recommendations

Based on the present study several recommendations can be made for the future research.

1. Research can include other taxonomies with other types of reduction strategies
2. Research can have variety of task to see the task effects in the usage of communication strategies (role play, interview, object description, presentation, etc.)
3. Research can involve both gender to see the differences of strategies used by the learners in communication
4. Research can use stimulated recall interview and retrospective questionnaires to get insights from the participants

Conclusion

The present study aims to investigate the usage of message abandonment as communication strategy among Malaysian language learners. Qualitative representative case study was utilized for this study, and the basis of this study is the taxonomy of communication strategy proposed by Dörnyei (1995). Details and descriptions on the usage of message abandonment during group discussion which involved both high and low proficiency learners were reported in this study. The findings indicate that both high and low proficiency learners used message abandonment as a communication strategy in their spoken discourse. Furthermore, it is also revealed that there are several different reasons for the usage of this strategy.

References

- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J.C. Richards & R.W. Schmidt (Eds.). *Language and communication* (pp. 2-27). Harlow, UK: Longman.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1, 1-47.
- Chuanchaisit, S., & Prapphal, K. (2009). A Study of English Communication Strategies of Thai University Students. *MANUSYA: Journal of Humanities, Special Issue* (17), 100-125.
- Corder, S.P. (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Dobao, A.M. (2002). The Effect of Language Proficiency on Communication Strategy Use: A Case Study of Galician Learners of English. *Miscelanea: A Journal of English and American Studies*, 25, 53-75.
- Dornyei, Z. (1995). On the Teachability of Communication Strategies. *TESOL Quarterly*, 29, 55-85.
- Dornyei, Z., & Scott, M.L. (1995a, March). Communication strategies: What are they and what they are not? Paper presented at the Annual Conference of the American Association for Applied Linguistics (AAAL), Long Beach, CA.
- Dornyei, Z., & Scott, M.L. (1997). Communication Strategies in a Second Language: Definitions and Taxonomies. *Language Learning*, 47(1), 173-210.
- Faerch, C., & Kasper, G. (1983a). *Strategies in interlanguage communication*. Harlow, UK: Longman.
- Faerch, C., & Kasper, G. (1983b). Plans and strategies in foreign language communication. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp.20-60). Harlow, UK: Longman.
- Faerch, C., & Kasper, G. (1984). Two ways of defining communication strategies. *Language Learning*, 34, 45-63.
- Faucette, P. (2001). A Pedagogical Perspective on Communication Strategies: Benefits of Training and an Analysis of English Language Teaching Materials. *Second Language Studies* 19(2), 1-40.
- Jamshidnejad, A. (2011). Functional approach to communication strategies: An analysis of language learners' performance in interactional discourse. *Journal of Pragmatics* 43, 3757-3769.
- Littlemore, J. (2003). The communicative effectiveness of different types of communication strategy. *System*, 31, 331-347
- Maleki, A. (2007). Teachability of communication strategies: An Iranian experience. *System* 35, 583-594.
- Mei, A., & Nathalang, S. S. (2010). Use of Communication Strategies by Chinese EFL Learners. *Chinese Journal of Applied Linguistics*, 33(3), 110-125.
- Nakatani, Y. (2005). The Effects of Awareness-Raising Training on Oral Communication Strategy Use. *The Modern Language Journal*, 76-91.
- Siti Mariam Mohammad Iliyas (2013). *The Investigation of Communication Strategies Usage Among High and Low Proficiency Language Learners in UiTM Johor*. Universiti Teknologi Malaysia (UTM). Master's Dissertation.
- Siti Mariam Mohammad Iliyas (2015). *The Use of Fillers and Hesitation Devices as Communication Strategies among Malaysian Language Learners*. *IUKL Research Journal*, 2(1), 162-175.
- Tarone, E. (1977). Conscious communication strategies in interlanguage: A progress report. In H. D. Brown, C. A. Yorio & R. C. Crymes (Eds.), *On TESOL '77* (pp. 194-203). Washington: TESOL.
- Tarone, E. (1980). Communication strategies, foreigner talk and repair in interlanguage. *Language Learning* (30), 417-431.

TO SAY OR NOT TO SAY: MESSAGE ABANDONMENT

- Teng, H.-C. (2012). A study on the teach ability of EFL communication strategies. *Procedia Social and Behavioral Sciences* 46 , 3566-3570.
- Ting, S.-H., & Phan, G. Y. (2008). Adjusting communication strategies to language proficiency. *Prospect: An Australian Journal of TESOL*, Vol.23, No.1 , 28-36.
- Ya-ni, Z. (2007). Communication Strategies and Foreign Language Learning. *US-China Foreign Language*, 5(4) , 43-48.
- Yazdanpanah, Z. (2012). The effect of explicit teaching of story structure on EFL learners' use of communication strategy. *Procedia - Social and Behavioral Sciences*, 32 , 391-398.
- Yuanyuan, Z. (2011). Non-English Major College Students' English Communicative Competence and Communicative Strategic Development. *Canadian Social Science*, 7(4), 190-197.