



Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/14175
DOI URL: <http://dx.doi.org/10.21474/IJAR01/14175>



RESEARCH ARTICLE

A PATH ANALYSIS ON ORAL COMMUNICATION STRATEGIES, SPEAKING ANXIETY AND STRATEGIC COMPETENCE OF STUDENTS

Grace E. Andoyo¹ and Edwin L. Nebria Ed.D.²

1. Master of Arts in Education Major in Teaching English, University of Mindanao - Matina Campus.
2. Chair of the Languages Discipline, University of Mindanao - Matina Campus.

Manuscript Info

Manuscript History

Received: 05 December 2021
Final Accepted: 09 January 2022
Published: February 2022

Key words:

Education, Oral Communication Strategies, Speaking Anxiety, Strategic Competence of Students, Correlation, Path Analysis, Philippines

Abstract

This study determined the significant influence of oral communication strategies and speaking anxiety on the strategic competence of students. The descriptive-correlational research design was utilized in this study. Using stratified random sampling, 300 college students in a State College in Mati City, Davao Oriental, were determined as respondents of the study and were given survey questionnaires. The experts validated the adapted instruments and were used to obtain data from the respondents during the survey. The data were analyzed using the Mean, Pearson r, and Path Analysis. The level of oral communication strategies of the respondents was very high, while the level of speaking anxiety was moderate. On the other hand, the students' strategic competence level was high. Furthermore, results showed a significant relationship between oral communication strategies and strategic competence and between speaking anxiety and strategic competence. Moreover, it was found that both oral communication strategies and speaking anxiety significantly predict strategic competence; thus, oral communication strategies and speaking anxiety significantly influenced strategic competence.

Copy Right, IJAR, 2022., All rights reserved.

Introduction:-

Chapter 1

Rationale

Filipinos have been using the English language since the American colonization of the country (Esquivel 58). With this, Filipinos become renowned fluent speakers of English among other Asian countries; however, recently, Filipinos failed to retain the said status (Orbeta and San Jose 156). It is believed that language anxiety significantly affects the success of the learner's learning performance (Esquivel 59). This can be explicitly observed in classroom situations wherein students often express stress, nervousness, and anxiety while learning and speaking the English language (Ibrahim and Mohammed 128). Also, it is found that second language speaking anxiety has a significant effect on the oral performance of learners (Woodrow 308). Thus, in order to become effective communicators, there is a need to develop communicative competence, most specifically its sub-component, strategic competence. However, the strategic competence of the students has been given little attention, but practitioners and researchers in linguistics have started to recognize the importance of developing this among the learners (Tatsukawa 72).

Corresponding Author:- Grace E. Andoyo

Address:- City of Mati, Davao Oriental, 8200, Philippines.

Strategic competence is considered a vital part of speaking ability and oral proficiency (Seong 13). Hence, it is on this premise that the study is based upon. To improve oral performance and communicative proficiency, the use of specific oral communication strategies can help students redress their language deficiency (Nakatani 151). Therefore, students should use communicative strategies to have effective communication when they lack accuracy when using the language.

The Framework of Communicative Competence by Canale and Swain in 1980 emphasized that strategic competence is the ability to use communication strategies or problem-solving devices to “overcome communication problems derived from lack of knowledge” in using the target language (Kongsom 12). Likewise, the Theory of Foreign Language Anxiety by Horwitz, Horwitz, and Cope in 1986 stressed that speaking anxiety is the apprehension experienced by an individual who is not fully proficient in using the target language (Gardner and Mac-Intyre 5). This anxiety can be both a cause and consequence of poor language performance (Orbeta and San Jose 157). Also, the Affective Filter Hypothesis of Stephen Krashen in 1981 suggested that when stimuli spark certain emotions like anxiety, it interferes with acquiring a second language (Park et al. 46). In other words, the lower the anxiety, the more helpful it will be for second language acquisition (Krashen 31).

As an English teacher in her locality, the researcher observed that many students were anxious in speaking English in class and were uncomfortable using English when communicating their ideas to the class. Since there were limited available materials and published works on strategic competence, the researcher wanted to understand the students' situation better. With this regard, the researcher deemed it necessary to conduct a study to describe the level of oral communication strategies, determine the level of speaking anxiety and ascertain the level of strategic competence of the college students in Mati City when speaking English. Furthermore, the researcher aimed to establish the association between the oral communication strategies and strategic competence as well as the speaking anxiety and strategic competence to determine further which significantly impacts the strategic competence of the students.

Research Objective:-

This study aimed to establish the significant influence of oral communication strategies and speaking anxiety on the strategic competence of students. Specifically, the study sought to attain these objectives:

1. To describe the level of oral communication strategies in speaking the English language in terms of:
 - a. social affective strategies;
 - b. fluency-oriented strategies;
 - c. negotiation for meaning while speaking strategies;
 - d. accuracy-oriented strategies;
 - e. message reduction and alteration strategies;
 - f. nonverbal strategies while speaking;
 - g. message abandonment strategies; and
 - h. attempt to think in English strategies.
2. To determine the level of anxiousness of the students when speaking the English language in terms of:
 - a. in-class anxiety; and
 - b. out-of-class anxiety.
3. To ascertain the level of strategic competence of the students in speaking in terms of:
 - a. cognitive;
 - b. communicative;
 - c. goal-seeking; and
 - d. educational compensatory.
4. To establish the relationship between
 - a. oral communication strategies and strategic competence in speaking; and
 - b. speaking anxiety and strategic competence in speaking.
5. To identify which exogenous variables (oral communication strategies and speaking anxiety) significantly predict the endogenous variable (strategic competence in speaking).

Hypothesis

The null hypotheses below were tested at a 0.05 level of significance:

1. There is no significant relationship between oral communication strategies and strategic competence and between speaking anxiety and the strategic competence of the students.

2. Oral communication strategies and speaking anxiety do not significantly predict the strategic competence of students.

Review of Related Literature:-

This section presents the varied literature sources from journal articles, internet sources, and other related studies to help readers understand the study's variables. It discusses relevant information such as notions, theories, and findings from various authors to support the research objectives, vital in understanding the study.

The study's independent variable is the oral communication strategies with eight indicators: Social affective strategies; fluency-oriented strategies; negotiation for meaning while speaking; accuracy-oriented strategies; message reduction and alteration strategies; nonverbal strategies while speaking; message abandonment strategies; and attempt to think in English strategies. The other independent variable of the study is the speaking anxiety with indicators, in-class anxiety, and out-of-class anxiety. The study's dependent variable is the strategic competence with indicators, cognitive, communicative, goal-seeking, and educational compensatory.

The three variables were being defined according to different cited related studies and pieces of literature. Moreover, similar studies related to the three variables and their association with one another will be cited to provide substantive proof for comprehensive support of the study's objectives.

Oral Communication Strategies

Oral communication strategy is defined as an approach done by the learners to express or decode the meaning in the target language (Mahmood and Murad 103; Rastegar and Gohari 402). Nakatani and Goh (208) regarded it, in interactional view, as “problem-solving phenomena to compensate for communication disruptions, but also as devices with pragmatic discourse functions for message enhancement”; and in psycholinguistic view, “learners’ problem-solving behaviors arising from gaps in their lexical knowledge.”

Communication Strategies are strategic competence that includes verbal and nonverbal strategies to avoid communication breakdowns due to learner’s deficiency in knowledge of the target language (Kárpáti 5-6; Paramasivam 199; Zhang & Liu 119; Zulkurnain and Kaur 94). In other words, communication strategies, as defined by Bialystok (3), “are a systematic technique employed by a speaker to express his meaning when faced with some difficulty.” Also, learners can employ specific communication strategies (CSs) to develop or improve communicative proficiency (Doqaruni 180; Nakatani 151; Zhang and Liu 139). That is why there is a need to assess the strategy used in the actual learning events of the learners and then choose appropriate strategies for pedagogical purposes (Nakatani 161).

In congruity to this reason, Nakatani (151) has developed the Oral Communication Strategy Inventory (OCSI) to investigate what were the strategies used by female Japanese English as Foreign Language (EFL) learners in a communicative task simulation. This instrument has eight (8) indicators: social, affective strategies; fluency-oriented strategies; negotiation for meaning while speaking; accuracy-oriented strategies; message reduction and alteration strategies; nonverbal strategies while speaking; message abandonment strategies; and attempt to think in English strategies. The following indicators are defined below:

Social Affective Strategies refer to the strategies used by the learners to control their anxiety, enjoy and communicate smoothly, encourage themselves to use English, and behave socially during interaction (Nakatani 155). This strategy involves the learner's efforts to have fun while doing English oral communication activities (Zulkurnain and Kaur 108).

Fluency-Oriented Strategies focus on the learners' fluency in communicating, considering the rhythm, intonation, pronunciation, and clarity of speech for the listener’s comprehension (Nakatani 155). This involves using fillers and self-repair strategies (Kuen et al. 61). The learners use this to produce the correct pronunciation of the target language (Zulkurnain and Kaur 108).

Negotiation for Meaning While Speaking Strategies focus on the negotiation between the learners and their interlocutors – maintaining interaction, avoiding communication breakdown, checking the interlocutor’s reaction, and whether they understand each other (Nakatani 155). This includes confirmation checks, clarification

requests, and comprehension checks (Kuen et al. 61). It also includes giving examples to clarify the message (Zulkurnain and Kaur 108).

Accuracy-Oriented Strategies are concerned with the desire of the learners to speak English accurately by paying attention to the forms of speech and correcting mistakes for grammatical accuracy to speak appropriately like native speakers of English (Nakatani 155). This also includes approximation, circumlocution, and synonym (Kuen et al. 61). It is associated with the desire to speak in accurate English by correcting their own mistakes while speaking (Rohani 90).

Message Reduction and Alteration Strategies are strategies that “learners use to avoid a communication breakdown by reducing an original message, simplifying their utterances, or using similar expressions that they can use confidently” (Nakatani 155). Reduction strategies may include “avoidance” and “omission” to overcome communication problems (Paramasivam 199). Learners also “alter” the original message to simpler expressions to better understand (Zulkurnain and Kaur 108).

Nonverbal Strategies while Speaking Strategies include the use of eye contact, gestures, and facial expressions to attract the listener’s attention and understand more (Nakatani 155; Rohani 90; Zulkurnain and Kaur 108).

Message Abandonment Strategies are used by learners when facing difficulty expressing ideas or working out their verbal plan, such as giving up the attempt to communicate, leaving the message unfinished, or seeking help from others to continue the conversation (Nakatani 156). The learner tends to stop and give up in the middle of the utterance due to the inability to continue expressing the idea or thought (Kárpáti 7) if they fail to repair their utterances (Zulkurnain and Kaur 108).

Attempt to Think in English Strategies are “useful for learners to think as much as possible in the English language during actual communication” (Nakatani 156). In other words, learners think in English during the communication and not in their native language (Rohani 90).

Hence, a considerable amount of literature has been published on analyzing the use of CS by the students. Just like in the study of Zulkurnain and Kaur (93), the Oral Communication Strategies Inventory (OCSI) was conducted to examine the different oral communication difficulties of the 100 Diploma of Hotel Management students at the Universiti Teknologi MARA (UiTM) branch campus in Penang. According to the results, the learner’s deficiency in English language knowledge has brought communication difficulties. Hence, most of them are keen to participate in oral communication activities to interact with other speakers. The study’s implications suggested that teachers should be more creative in giving interactive speaking activities and teach coping strategies to the learners to improve their communication skills.

Consequently, the Oral Communication Strategy Inventory has been utilized in the study of Huang (85) to identify the factors that influence the oral communication of the students of Lunghwa University of Science and Technology in Taiwan. Results showed that the strategies most often employed by students were message reduction and alteration strategies, and the least often employed were message abandonment strategies. Also, it is found that the frequent use of English outside the classroom and motivation in speaking English are prevailing factors of the use of communication strategies among the participants.

Also, in the study of Kagwesage (1), findings have revealed that Economics and Management students at a university in Rwanda have multiple coping strategies. That enables them to complete academic tasks given through the medium of English, most notably the successful use of other languages at their disposal to mediate cognitively in their demanding academic tasks.

In the same light, the study of Kuen et al. (57) has shown that the experimental group which received CSs training designed with metacognitive strategies has outperformed the controlled group in terms of communicative performance and strategic competence. In the 12-week training period, communication strategies such as circumlocution, appeal for help, clarification request, fillers, comprehension check, confirmation checks, self-repair, and topic avoidance were integrated into the Communicative English 2 curriculum the Mechanical Engineering students. The results also showed that literal translation from the first language was frequently used in communication by the learners.

Meanwhile, in Wang et al.'s (701) study, findings have revealed that when Chinese English learners encounter problems using a foreign language (English) during communication, they use different communication strategies. These strategies were substitution, approximation, circumlocution, literal translation, exemplification, word-coinage, and repetition. Based on the findings, frequent literal translation depended on the development stage of the target language. Also, the frequent repetition implied a lack of flexibility and variety in using communication strategies. Hence, learners' use of the CS was greatly influenced by their interlanguage and cultural background development stage.

Similarly, in the study of Thu and Thu (283), the students' use of communicative strategies in their speaking performance was analyzed and identified. The most employed strategies of the learners were compensatory strategies which indicated that conversations were sustained and interaction with partners was upheld, while the least employed strategy was avoidance strategies.

Likewise, the study of Şener and Balkır (68) have suggested that when teachers and tutors incorporate communication strategies in their classes, learners are more driven and encouraged to use CSs in their conversation. The study also shows that students who were inclined to use more CSs are more successful in terms of oral competence than students who do not. The most frequent strategies used by the students are modification strategies which are also referred to as social strategies.

However, Chen (57) has categorized the communication strategies used by the participants in their class presentation of his study into short-term coping strategies and long-term strategies. "Short-term coping strategies are strategies that can be used during presentations to reduce current speaking anxiety such as adopting physical adjustment, using repetitions, pauses, fillers and focusing on the presentations, while long-term strategies refer to long time preparations and improvements for English speaking proficiency to alleviate future in-class speaking anxiety, such as having a good preparation, developing a good spirit of improvisation for impromptu presentations or other presentation requirements" (58). The result of the study revealed that the English for Secondary Language (ESL) learners used both short-term and long-term strategies to cope with their in-class speaking anxiety.

More importantly, the study of Grace Lin (7) has emphasized the importance of using communicative strategies as these compensate for the linguistic limitations in the use of the learners' second language. The study revealed that students coped with their linguistic problems by using strategies in their communication processes or linguistic productions. Also, according to Kárpáti (5), communication strategies are necessary for EFL and ESL learners during the communication process, especially during "communication breakdown" due to inadequacy in linguistic and cultural background.

Therefore, communication strategies are utilized by learners when they face difficulty during verbal communications. These strategies are employed to help successfully deliver the communication task when speaking. Also, it is important to note that these strategies are categorized according to their purpose and are used specifically during specific communication contexts. Most importantly, these strategies help the learners or speakers to develop their communicative competence in speaking English.

Speaking Anxiety

Anxiety in language learning is a psychological issue related to the nervous system. Consequently, it affects our motions and ability to learn a language (Latif 224). In other words, language anxiety is a reaction where the learners experience nervousness and worry in a specific situation, specifically when the learners must use the target language in language learning (Horwitz et al. 125).

Anxiety has been associated with the context of language learning (Bensalem 235). This context of language learning where learners experience anxiety can be inside or outside the classroom (Santos et al. 24). In line with this, Woodrow (313) has developed the Second Language Speaking Anxiety Scale to measure language learning anxiety in the context of English as the second language. In her study, language anxiety can be categorized according to in-class anxiety and out-of-class anxiety.

The first indicator, in-class anxiety, refers to anxiety during classroom communication (Woodrow 312). This refers to the anxiousness learners perceive during a language learning task that is difficult to deal with (Akkakoson 72).

This anxiety stems from the fear of negative evaluation by teachers, lecturers, and peers (Zhiping and Paramasivam 6).

The second indicator, out-of-class anxiety, refers to speaking anxiety experienced during communication outside of class. One of the items included considers the communication that may take place between the learner and their future lecturer (Woodrow 312-314).

As to date, there were also several models for language anxiety. Foreign language anxiety has three components: communication apprehension, fear of negative evaluation, and test anxiety (Liu and Zhang 2). Meanwhile, Na's (25) model has four factors adding anxiety of English classes as the fourth indicator. However, the instrument used by Ibrahim and Mohammed (134) in their study, a modified version of the Foreign Language Classroom Anxiety Scale by Horwitz et al. (125), had five indicators in identifying foreign language speaking anxiety, namely: fear of communication; language proficiency; low self-esteem and lack of confidence; fear of perceptions of others; and error correction/fear of negative evaluation.

Speaking anxiety, in particular, is fear in expressing orally or something that can impede one's ability to speak because of the inability to focus on the speaking process. It creates low self-confidence, making the students stay silent and quiet even if they have the knowledge or idea to express (Basic 4). To simply define, speaking anxiety is "the fear of using the language orally" (Balemir 19). Occhipinti (39) has noted that students' anxiety is characterized by "palpitations, blushing and sweating as well as going blank at the moment of speaking."

It was emphasized that the inadequacy of one's linguistic knowledge is the root of speaking anxiety. Misunderstanding the message and making mistakes are the highest risks brought by poor communicative competence thus, making learners more anxious and afraid of other people's negative judgment toward them (Balemir 22). Speaking anxiety deters students from speaking, which harms their oral skills. Though most schools do not consider speaking anxiety concerning language teaching, it could be considered a social difficulty (Basic 23).

Another study found that the "linguistics difficulties, cognitive challenges, role of teachers, competitiveness and lack of information" were correlates of language anxiety (Kayaoğlu and Sağlamel 149). Most notably, lack of vocabulary and the role of teachers were significant reasons for the student's language anxiety.

These factors that are found to be influencing the speaking anxiety of the students have been explored in several studies (Akkakoson 63; Al Nakhlah 96; Amiri and Ghonsooly 859; Boonyaparakob et al. 76; Hashwani 121; Ibrahim and Mohammed 138-139; Lucas et al. 94; Woodrow 308). In Al Nakhlah's (96) study, he investigated the speaking difficulties of the fourth-grade English language students at Al Quds Open University. These difficulties are because of fear of mistake, shyness, anxiety, and lack of confidence. Also, the study found that the student's environment does not support them to speak English frequently thus, making it the main reason why students have problems in speaking English. With the study results, the researcher suggested suitable solutions for speaking difficulties such as frequent practice speaking in English frequently and allowing learners to participate in discourse that would allow them to speak in English.

In another study, Boonyaparakob et al. (76) have conducted the FLCAS to identify the anxiety and measure the anxiousness of the 40 Thai students. Results have shown that most of the participants had moderate to high-level EFL classroom anxiety. Also, fear of negative evaluation was the major reason why students are most anxious in the classroom. Hence, students were worried about failing their English class.

The quantitative analysis of the study of Akkakoson (63) revealed a moderate level of speaking-in-class anxiety among Thai EFL students brought by test anxiety, fear of negative evaluation, and communication apprehension. Also, the key cause of speaking anxiety among the students is their lack of vocabulary.

Similarly, it was found in the study of Amiri and Ghonsooly (859) that the fear of negative evaluation was the major source of anxiety among the study participants after employing a Persian version of the FLCAS to the freshmen students at Gonabad University of Medical Sciences. Hence, the statement "I get nervous when the language teacher asks questions which I haven't prepared in advance" got the highest mean. The factor with the lowest mean was English classroom anxiety.

Furthermore, Woodrow (308) has developed the Second Language Speaking Anxiety Scale (SLSAS), which will provide data on the anxiety experienced by the learners both inside and outside the language learning classroom. It was found that the most frequent source of anxiety was interacting with native speakers of English among the out-of-class speaking activities. On the other hand, “performing in English in front of the classmates” was the most dreaded in-class speaking activity. According to this study, a student may have anxiety because of a lack of skills or “retrieval interference” that is why it is important to take into consideration the communication both inside and outside the language learning classroom and make sure that learners have the skills and should practice for everyday communication.

Similarly, a study has been conducted by Lucas et al. (94) among foreign language learners in the Philippines to determine if these students experience language anxiety. It was found that the study participants experienced English language anxiety, most particularly test anxiety and fear of negative evaluation anxieties. The study suggests speaking strategies will help foreign language learners to cope with their communication anxiety.

In a similar sense, it was also found that the study participants had moderate anxiety levels. However, the findings revealed a confusing result since girls demonstrated less confidence, although they were not afraid or nervous than boys who were more nervous but demonstrated more confidence. Then, it is emphasized that anxiety level varies from student to student (Hashwani 121).

In a similar vein, a study conducted by Ibrahim and Mohammed (138-139) has employed a Foreign Language Speaking Anxiety Scale (FLSAS) on the 60 student respondent of their study to find out the sources of foreign language speaking anxiety. Results revealed that more than half of the students believed that language speaking anxiety was brought by fear of negative evaluation or error correction. The statements, "Our teacher is strict and corrects every mistake," and "My classmates laugh at me when I make a mistake while speaking," from the interview conducted in the study, justified the reason as to why the student perceived the fear of negative evaluation or error correction as the major cause of speaking anxiety. Fear of communication came as the next cause for language speaking anxiety.

It can be noted that speaking anxiety among language learners is a prevalent characteristic among them. The learners' speaking anxiety can be observed even when communicating inside or outside of the classroom. This anxiety brought nervousness and worry to the students during speaking activities thus, affecting their psychological state and limiting their capability to use the English language orally.

Strategic Competence

The term ‘competence’ has become controversial in linguistics, especially associating it to communication. In this concern, Dell Hymes (278) defined communicative competence as the capability of an individual to employ linguistic awareness in various communication settings or situations appropriately. The idea of Hymes about communicative competence has brought birth to different models of communicative competence. The most prominent and comprehensive model is of Canale and Swain (4). This model posited three components of communicative competence: grammatical competence, sociolinguistic competence, and strategic competence (Canale and Swain 28; BagaricandDjigunović, 97).

In this study, the third component, the strategic competence of the communicative model of Canale and Swain (30), has been emphasized as it concentrates on the various communication strategies employed by a learner. In other words, the strategic competence of an individual refers to the knowledge of using verbal and nonverbal communication strategies to cope with the problems they encounter during “communication breakdowns” (Altun 18; Celce-Murcia 42, Dörnyei and Thurrell 17). Also, this refers to “the way learners manipulate language to meet communicative goals” (Brown 228). Thus, the strategic competence of the learners is an essential component in developing their communicative competence, for this denotes fluency in communication (Dörnyei and Thurrell 17; Meenakshi 71). Shumin (208) also defined strategic competence as the ability of an individual to determine when and how to start, sustain, and dismiss conversations and how to settle communication and comprehension problems.

In the same light, Wei Lin (11) explained strategic competence as the ability of an individual to engage in many ways of solving language-related difficulty to have successful communication. This ability uses specific coping strategies to achieve a particular goal of communication. Hence, this component of communicative competence focuses on the ability of the learner to successfully deliver the message to the listener and the ability to use these

communication strategies to aid them when they encounter communication problems (Alem 1326; Light and McNaughton 3-4; Seong 17; Tatsukawa 74; Tereschuck 512).

In the article published by Tereshchuk in 2013, she suggested appropriate criteria for assessing the strategic competence in speaking. The suggested criteria are based on the content of the strategic competence, peculiarities of speech forms, and curriculum for English language development in universities and institutes. There were four recognized constituents for strategic competence: cognitive, communicative, goal-seeking, and educational compensatory criteria (512).

Cognitive criterion refers to the realization of strategies in different thinking processes or demonstrating the “communicative function of thinking.” This focuses on the speaker's capability to interpret utterances, understand reactions, predict and construct meanings, and evaluate and critically analyze one's actions in a particular communication context (Tereshchuk 513). This includes the different phases in processing information: comprehending input, storing, and retrieval or linking with prior knowledge or schemata (Seong 18).

On the other hand, communicative criterion refers to the realization of association of strategies with the different communication activities such as speaking, listening, reading, and writing. Through this criterion, factors such as the speaker's intention to communicate, the context of the situation, the experiences and statuses of the interlocutors greatly affect the choice of strategies (Tereshchuk 70, 513).

Next, the goal-seeking criterion is responsible for the purpose or aim of communication. Through the aim or purpose of the speaker to communicate, it makes the communication a means. This constituent focuses on the tactical (personal communicative intentions) and strategic (personal global aim) purposes of the speaker (Tereshchuk 70, 513). This includes identifying the language tasks, choosing the task if there are one or more tasks, and deciding whether to complete it or not (Ślęzak-Świat 32).

Lastly, the compensatory educational criterion signifies the contextualized learning communicative strategies of the speaker according to their learning styles. This criterion also refers to the ability of an individual to use non-verbal strategies, explain differently, ask for help, and correct oneself (Tereshchuk 71, 513). These strategies are used to compensate for the gaps in knowledge of the learners to avoid interruption in communication (Alem 1329).

It has been recommended that teachers give importance to exposing the students to using different communicative strategies and applying these in different contexts or settings of communication to help them develop their communicative competence. Giving structured feedback regarding their performance should also be done. Hence, it should be part of the curriculum to make teaching the language learners strategies to develop their communicative competence (Lewis 54).

However, in the study of Verhoeven and Vermeer (361), it has been found that the strategic competence of the learners was associated with conscientiousness and openness to develop communication strategies. It was also recommended that the strategic competence of the children should be assessed to accumulate better insight into their language development.

Moreover, it is believed that strategic competence involves planning, monitoring, and evaluating language. Hence, it consisted of “metacognitive strategies” that function in the higher cognitive activities and processes. In other words, strategic competence links the individual's language knowledge, personal characteristics, topical knowledge, and affective schemata to the use of language in a particular setting (Bachman and Palmer 62).

In addition, in the study of Ghafournia and Afghari (28), it was found out that there is a need to include strategic-based instructions in language programs. Better analysis and understanding of metacognitive strategies would clarify the complicated nature of strategic competence as a component of communicative language ability.

Hence, Nakatani (77) strongly believed that strategic competence could be trained. Aside from a thorough examination of the interaction, strategic competence could also be developed through understanding the cognitive processing and metacognitive processing of the learner's language use. Also, Anderson (99) believed that a strong metacognitive skill enables the learner to reflect on their learning and become conscious of what they can do to improve their language learning. However, many language learners still have poor metacognitive ability. They fail

to select appropriate strategies and do not recognize when they can be incorporated in different communication settings.

In the same light, Rastegar and Gohari (415) have suggested in their study that the learners must be provided with real-life tasks and practices intertwined with communication strategies to improve the English oral communication skill of the students. Thus, EFL teachers must assist students in developing speaking strategies. Hence, speaking strategy training should not be ignored in language learning as this would be beneficial for the improvement of students' oral language output.

In sum, strategic competence has been attributed to the different communication models; thus, making it an integral part of a learner's speaking ability. This competence was mostly described as the use of coping strategies to successfully deliver the message despite the communication breakdown experienced by the speaker during the communication act. Therefore, when a learner lacks strategic competence, it may account for the student's inability to deliver the intended message during communicative tasks.

Correlation between Measures

Several studies have been conducted to investigate the correlation of oral communication strategies and strategic competence (Alibakhshi and Padiz 946; Kuen et al. 67; Xu 86; Zhang 194) as well as the correlation between speaking anxiety and strategic competence (Aghajani and Amanzadeh 154; Ahmed et al. 103; Cakici 190; Lian and Budin 75; Liu and Huang 1; Hashemi 1815; Orbeta and San Jose 155; Woodrow 308). The succeeding paragraphs shed light on discovering the results of the conducted related studies.

In a study conducted by Alibakhshi and Padiz in 2011, they wanted to find out the effect of teaching strategic competence on the speaking performance of Iranian English language learners. Hence, the findings of their study revealed that teaching communicative strategies had a positive effect on the language performance of the participants. This finding supported the evidence that the experimental group did better in their oral tasks by using different strategies than the other group (946).

On the same note, Kuen et al. (67) conducted a study on the effect of oral communication strategy training on developing the learners' strategic competence. It was found that respondents perceived to learn the strategies to overcome the difficulties they encounter when speaking in English. With the strategy training, they had improved their competency skills in using the English language. Also, the study of Zhang (194) has proved that communicative strategies and communicative competence were correlated. The participants' use of communicative strategies is proof of their strategic competence. The study also suggested that training the use of communicative strategies improves the communicative and strategic competence of the learners.

Similarly, in the study of Xu (86), it is found out that the speaking test performance of 93 Chinese postgraduate students is positively correlated to the use of speaking strategies. Also, it is found that the most frequently used strategy is the compensation speaking strategy, but the least used is the cognitive speaking strategy. With the application or use of the communication strategies, students also improved their English oral performance.

In the light of the issue about second language anxiety and its effect on the oral performance of the ESL learners, Woodrow (308) developed the Second Language Speaking Anxiety Scale (SLSAS), which will provide data on the anxiety experienced by the learners both inside and outside the language learning classroom. After the scale was validated using the confirmatory factor analysis, the study's finding indicated speaking anxiety as a significant predictor of learners' oral achievement. It was found that the most frequent source of anxiety was interacting with native speakers of English.

Similarly, the study conducted by Lian and Budin (75) has examined English language anxiety and its relationship to students' achievement in oral English tests. They employed a questionnaire focusing on the three components of English language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. The study's result showed that most of the participants experienced a moderate level of language anxiety. The correlation index suggested that there was a moderately significant relationship between language anxiety and oral English test achievement.

The study of Liu and Huang (1) has also explored the correlation between foreign language anxiety, learning motivation, and students' English performance. One of the scales employed in the study was the FLCAS. The data analysis showed that both foreign language anxiety and English learning motivation were significantly correlated with students' performance in English. Hence, the study suggested that language teachers and learners should ease the anxiety levels of the learners since it turned out that anxiety is the "most powerful and negative predictor" of the students' performance.

Similarly, the study of Ahmed et al. (103) also aimed to determine the effect of speaking anxiety on the academic achievement of postgraduate students of the University of Balochistan in Pakistan. The study revealed that the students experienced speaking anxiety in the EFL classroom, particularly in communicating with foreign language instructors, because they were afraid to commit grammatical errors. With these, most of the students revealed their anxiousness had affected their efficiency in-class speaking activities. Also, Gkonou (24) has explored the components of oral classroom anxiety that impede the fluency of speaking the second language (L2). This study showed that the fear of negative evaluation and anxiety in English are vital parts of language anxiety. It is found that the higher the individual's speaking anxiety, the higher their language anxiety inside the classroom and perceived to be less competent in terms of performance in oral tasks.

In the same light, Aghajani and Amanzadeh (154) have found in their study that the anxiety of the students and their communication performance had a significant negative relationship. The results indicated that the more the students are anxious, they tend to have poorer communicative performance and scores. Similarly, the study of Cakici (190) also found that there was a negative correlation between the language anxiety of the students and their language achievement. It was suggested that EFL teachers should develop "effective anxiety reduction strategies to cope with anxiety-provoking situations appropriately" (196). In congruity, Hashemi (1815) has suggested that it is important to acknowledge the feeling of anxiety among language learners so teachers can give effective strategies that would help the learners cope with their anxiousness and difficulties, especially in their speaking skills.

However, in the study of Orbeta and San Jose (155), language learning anxiety and learners' oral performance had no significant relationship. The tension, anxiety, and worry felt and expressed by the 150 student respondents of their study had no impact on their oral performance.

Different kinds of literature have studied and explored the influence of speaking anxiety on oral performance as well as the use of oral communication strategies on the strategic competence of the English second/foreign language (ESL/EFL) learners. Some may find that there is a significant relationship between the two variables. Others may prove that there is no connection between the two. Many factors should be taken into consideration why these conflicting results arise from different studies. However, it can be noted that there is a limited number of studies that exist to explain the relationships of the variables at hand. Still, the existing literature has proven the influence of these variables on one another.

Theoretical Framework

This study is anchored to the notion of Selinker in 1972 about communication strategies. In 1980, Tarone, Cohen, and Dumas defined communication strategy as an approach done by the learners to express or decode the meaning in the target language (Rastegar and Gohari 402). Nakatani and Goh regarded it as a "problem-solving phenomena to compensate for communication disruptions, but also as devices with pragmatic discourse functions for message enhancement" (208).

In addition, this study is further supported by the theory of Foreign Language Anxiety proposed by Horwitz et al. in 1986 and defined this as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (128). This anxiety can be both a cause and consequence of poor language performance (Orbeta and San Jose 157). In 1993, Gardner and MacIntyre saw language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (5).

This study was also anchored to the framework or model of Communicative Competence by Canale and Swain in 1980. Unlike other models of communicative competence, Canale and Swain's model is applicable and concerned with the teaching and testing context of the second language. In the said model, communicative competence is further subdivided into three components: grammatical competence, sociolinguistic competence, and strategic

competence. When communication problems arise in using the target language, it is the strategic competence (the knowledge of verbal and nonverbal communication strategies) that learners use through the aid of communication strategies that they employ to cope with the said problems. In other words, strategic competence involves 'the ability to use problem-solving devices to overcome communication problems derived from lack of knowledge in any of the other sub competencies' (Kongsoml2).

As postulated by Bresnihan and Stoops in 1996, one of the most difficult challenges in teaching a foreign or second language is to find means of helping the student improve their speaking ability and oral fluency (Orbeta and San Jose, 157). Also, it is believed that learners could improve students' oral proficiency by using communication strategies to help them redress their language deficiency (Kuen et al. 58).

Hence, the researcher believed that the Communicative Competence model of Canale and Swain, Theory of Foreign Language Anxiety of Horwitz et al., and the notion of Communicative Strategies of Selinker are the foregrounding ideas that best support the urgency of conducting the study. With the use of oral communication strategies, the strategic competence of the learners improves, and the speaking anxiety of the students could affect the oral proficiency of the learners. The mentioned model, theory, and notion are highly appropriate and relevant for the study.

Conceptual Framework

The framework shows the relationship between the variables in the study. The first independent variable is the oral communication strategies with the following indicators: The *social affective strategies* refer to the strategies used by the learners to control their anxiety, enjoy and communicate smoothly, encourage themselves to use English, and behave socially during the interaction. The *fluency-oriented strategy* focuses on the learners' fluency in communicating, considering the listener's comprehension of the rhythm, intonation, pronunciation, and speech clarity. *Negotiation for meaning while speaking strategies* focus on the negotiation between the learners and their interlocutors – maintaining interaction, avoiding communication breakdown, checking the interlocutor's reaction, and whether they understand each other. *Accuracy-oriented strategies* are concerned with the desire of the learners to speak English accurately by paying attention to the forms of speech and correcting mistakes for grammatical accuracy so as to talk appropriately like native speakers of English. Learners use *message reduction, and alteration strategies* are strategies used by learners in avoiding communication failure through reducing an original message into more short utterances or similar expressions. *Nonverbal strategies* while speaking strategies include the use of eye contact, gestures, and facial expressions to attract the listener's attention and understand more. *Message abandonment strategies* are used by learners when facing difficulty expressing ideas or working out their verbal plan, such as giving up the attempt to communicate, leaving the message unfinished, or seeking help from others to continue the conversation. *Attempt to think in English strategies* is helpful for learners to think in English as much as they can during a communication process (Nakatani 155).

Moreover, the other independent variable is speaking anxiety in terms of in-class and out-of-class anxiety. Anxiety in language learning is a psychological issue that is related to the nervous system and consequently affects our motions and ability to learn a language. Hence, language anxiety is an anxiety reaction where the learners experience anxiety in a specific situation (Horwitz et al. 128). *In-class anxiety* refers to the anxiety felt by the students in a communicative situation inside the classroom as the communicative setting. *Out-of-class anxiety* refers to the anxiety felt by students in a communicative situation outside the classroom as the communicative setting (Woodrow 312).

On the other hand, the study's dependent variable is strategic competence. Strategic competence includes cognitive, communicative, goal-seeking, and educational compensatory criteria. *Cognitive* criterion refers to the realization of strategies in the different thinking processes. *Communicative* criterion refers to the realization of association of strategies with the different communication activities. The *Goal-seeking* criterion is responsible for the purpose or aim of communication. The *educational compensatory* criterion signifies the contextualized learning communicative strategies (Tereshchuk 513).

Figure 1 shows the independent variables and the dependent variable of the study. The exogenous variables have a single-headed arrow directed towards the endogenous variable to show their direct effect on the dependent variable.

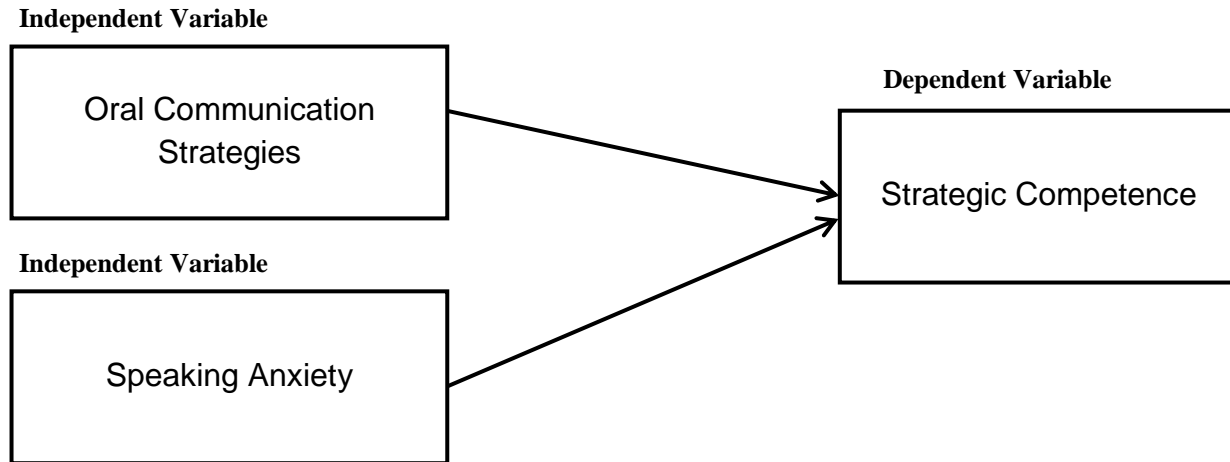


Figure 1:- Conceptual Framework of the Study.

Significance of the Study

In the global and educational context, effective communication is necessary for the educative process since it is prerogative for students to interact with their teachers and peers during classroom instructions; however, communication anxiety among learners hinders them from communicating and expressing their ideas effectively. Hence, this study is significant to understand the dilemma of the ESL learners in the use of the lingua franca, English, in speaking and communicating.

Likewise, communicating ideas to others is one of our social responsibilities. With this regard, this study will be significant to readers to identify coping strategies they can use when they experience speaking anxiety in the use of the English language when communicating inside and outside the classroom.

In addition, this research is beneficial for the students as they will identify what communication strategies they can use or employ to cope with their anxiety in using the English language when speaking. Also, this study would help what strategy is frequently used by other students to help them with their deficiencies in using the language orally. Likewise, this study would help the teachers introduce strategies for communication among their students. For this reason, the teacher would help the students lessen the anxiety they feel brought by using the second language during oral recitations in the classroom. For the school administration, this study would provide information on what possible interventions they can provide to their learners in school to overcome their anxiety when using the English language in oral communication.

Most importantly, the findings of this research can be the basis for the activities or programs they could propose to lessen or eliminate the students' anxiety and further improve the students' oral communication skills. Lastly, for future researchers, the result of this study would provide them with the needed data for their future research that is relevant to this study. The ideas presented and the findings of this study can supplement the need to conduct further research in the field where oral communication and English speaking anxiety is a concern.

Definition of Terms

The following terms are defined operationally as to how they are used in the study:

Oral Communication Strategies refer to social, affective strategies; fluency-oriented strategies; negotiation for meaning while speaking; accuracy-oriented strategies; message reduction and alteration strategies; nonverbal strategies while speaking; message abandonment strategies; and attempt to think in English strategies that an individual employs to cope with the deficiencies in communicating ideas in using the English language orally.

Speaking Anxiety refers to the fear of expressing orally or anxiety, whether in-class or out-of-class anxiety, that can impede one's speaking ability because of the inability to focus on the speaking process, especially in English.

Strategic Competence refers to the knowledge and the ability to use problem-solving devices to overcome communication problems in the English language in terms of cognitive, communicative, goal-seeking, and educational compensatory criteria.

Chapter 2

Method:-

This chapter presents the study's research design, the research locale to where the study will be conducted, the population and the sampling procedure to identify the respondents, the research instrument to be utilized, the data collection procedure to be undertaken, and the statistical tools to be employed.

Research Design

The proponent utilized a descriptive-correlation research design to answer the questions and meet the study's objectives. Descriptive research describes and interprets behaviors and characteristics observed to provide the basis for correlation studies (Grovet al.26). Whereas correlational research designs aim to describe and measure the degree of association or the relationship between two or more variables without the researcher's familiarity that one influences the other using a statistical correlation test (Drummond and Murphy-Reyes 174; Creswell 338). Hence, this design determines the degree of association of oral communication strategies and speaking anxiety on the strategic competence of students to explain and establish the nature of the relationship between these variables.

Furthermore, since the study had two independent variables and one dependent variable, path analysis was used to establish the significant influence of the independent variables on the dependent variable. Path analysis allows the examination of the complicated relations among the variables with more than one independent variable predicting one dependent variable (Streiner 116). The exogenous variables have a single-headed arrow directed towards the endogenous variable to show their direct effect on the dependent variable.

Research Locale

The locale of this research was in Mati City, particularly in DOSCST. This institution was established on December 13, 1989, under Republic Act 6807 in response to the need for higher quality tertiary education in this easternmost part of Mindanao. The 10-hectare campus is located on Martinez Drive, Guang-Guang, Dahican, Mati, Davao Oriental. Figure 2 presents the map of the locale of the study.

As the institution's mission is to produce holistic graduates who are responsive and resilient to global challenges, the school aims to provide quality higher education to its stakeholders. To become responsive and resilient amidst global challenges, one must develop communication skills when speaking the global language – English. More specifically, the researcher chose to conduct the study in this locale since the researcher is eager to know the level of strategic competence of the college students in a government-funded learning institution.

Population and Sample

The study respondents have officially enrolled students of DOSCST aged 18 to 25 years old. From the 8,925 total population size given by the College Registrar, a sample size of 300 was computed with a confidence level of 92.2% and an acceptable margin of error of 5% using the sample size calculator (Raosoft). Respondents came from different college institutes with varied taken courses and majors to have more reliable data. The respondents may be new, old, regular, irregular, shiftee, or transferee college students enrolled during the first semester (August to December) of Academic Year 2020-2021. The respondents were either male or female.

To identify the study's respondents, the researcher used the stratified random sampling technique. The researcher divided the population of the respondents according to the courses they took and got random samples from the strata. Stratified random sampling is an alternative sampling method where the population is divided into "strata" or nonoverlapping subgroups (Nguyen et al. 665). A sample is selected from each stratum through random sampling (DeYoreo 1624).



Figure 2:- Map of the Philippines highlighting Mati City, Davao Oriental.

Students aged below 18 years old and above 25 years old were excluded from participating in the study. Also, students who were not officially enrolled and stopped schooling for the said semester during the conduct of the study were not viable to participate as respondents. The survey was only applicable to students and not to teachers and other professionals. The respondent's involvement shall be purely voluntary and no punishment, coercion or penalty shall fall to the respondents should they wish to withdraw and not continue to answer the survey. They could withdraw their consent and discontinue their participation if they feel any psychological and emotional distress while participating in the study.

Research Instrument

The first instrument used in the study is the Strategies for Coping with Speaking Problem, which was adapted from the Oral Communication Strategy Inventory of Nakatani (165-166). This survey questionnaire is a five-point Likert

Scale from 1 (Never) to 5 (always) will determine the respondents' level of oral communication strategies. This survey has 32 statements with eight indicators: social fluency-oriented strategies, negotiation for meaning while speaking strategies, accuracy-oriented techniques, message reduction and alteration strategies, and nonverbal strategies while speaking. The Cronbach alpha reliability coefficient for the 32 items is 0.776, suggesting that the items have relatively high internal consistency. To determine the level of oral communication strategies, the following scale will be used.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures of oral communication strategies are always observed.
3.40 – 4.19	High	Measures of oral communication strategies are often observed.
2.60 – 3.39	Moderate	Measures of oral communication strategies are sometimes observed.
1.80 – 2.59	Low	Measures of oral communication strategies are seldom observed.
1.00 – 1.79	Very Low	Measures of oral communication strategies are never observed.

The second instrument adapted in this study is Woodrow's Second Language Speaking Anxiety Scale (SLAS) (327). This is used to determine the level of anxiousness of the students when speaking the English Language. This questionnaire is a five-point Likert Scale from 1 (Not at all anxious) to 5 (Extremely anxious) and has two indicators: in-class anxiety and out-of-class anxiety. The alpha coefficient for the 12 items is 0.914, suggesting that the items have relatively high internal consistency. To determine the level of anxiousness of the students when speaking the English language, the following scale will be used.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures of speaking anxiety are always observed.
3.40 – 4.19	High	Measures of speaking anxiety are often observed.
2.60 – 3.39	Moderate	Measures of speaking anxiety are sometimes observed.
1.80 – 2.59	Low	Measures of speaking anxiety are seldom observed.
1.00 – 1.79	Very Low	Measures of speaking anxiety are never observed.

The third survey questionnaire determines the strategic competence development in speaking, which was adapted from Tereshchuk (515). This questionnaire is a five-point Likert Scale from 1 (Never) to 5 (always) and has four indicators: cognitive, communicative, goal-seeking, and educational compensatory. The alpha coefficient for the 32 items is 0.962, suggesting that the items have relatively high internal consistency. To determine the level of strategic competence of the students, the following scale will be used.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Measures of strategic competence are always manifested.
3.40 – 4.19	High	Measures of strategic competence are often manifested.
2.60 – 3.39	Moderate	Measures of strategic competence are sometimes

		manifested.
1.80 – 2.59	Low	Measures of strategic competence are seldom manifested.
1.00 – 1.79	Very Low	Measures of strategic competence are never manifested.

To obtain the data needed from the respondents to answer the study's objectives, three sets of survey questionnaires were adapted from previous studies. These questionnaires were validated by the internal and external validators, experts in language and research. The overall mean score of the validation given by the experts was 4.596, with a descriptive meaning of excellent. Minor revisions were made following the validators' recommendations to fully fit the instrument to be used according to the objectives and context of the study.

Data Collection

The researcher conducted the following procedures accordingly to gather the data needed to reach the study's objectives. Before gathering the data, the adapted survey questionnaires to be used as the instrument of the study underwent thorough validations with the help of experts from different institutions. After the validation, revisions or modifications were incorporated to finalize the instrument to be used in the study. The manuscript and the validations for the survey questionnaires were subjected to the approval of the University of Mindanao Ethics Review Committee (UMERC). The Certificate of Approval was given to the researcher to implement the study. A pilot test was conducted on 30 respondents to test the reliability of the instruments for the analysis. The pre-testing results were subjected to reliability testing to determine the reliability of the instrument.

Next, a letter, attached with the survey questionnaire, was addressed to the OIC-President of the State College to ask for permission to conduct a study about the significant influence of oral communication strategies and speaking anxiety on the strategic competence of the target respondents. After the approval, the researcher set out to survey the respondents through the use of the questionnaires. Once the respondents completed the survey, the retrieval of the instrument was done personally by the researcher. When ample data had been collected, the researcher collated the data for analysis. The answers or responses of the respondents were tallied for easy analysis of the data in the study's variables. Then, it was submitted to the statistician for reliability testing. Lastly, it was encoded, tabulated, analyzed, and interpreted after retrieving the data according to the study results.

The collection of data commenced in September 2020. With the dangers of the pandemic looming over the surroundings, the researcher had more difficulty handing over the survey questionnaires to the target respondents than the initial plan. Due to the risk brought by the COVID-19 pandemic, face-to-face classes were suspended; hence, the researcher took time to survey the nearby boarding houses around the school, observing the minimum health protocol mandated by the Inter-Agency Task Force (IATF). The researcher encountered difficulty in completing the target sample size for the study in the minimum amount of time since most of the students boarding went home to their hometowns. Still, the researcher was blessed to complete the target sample size of the study despite the restrictions and limitations encountered.

Statistical Tools

The statistical tools indicated below were utilized to analyze the data gathered in the study.

Mean. This was used to characterize the levels of oral communication strategies, speaking anxiety, and the strategic competence of the students.

Pearson r. This was used to determine the significance of the relationship between oral communication strategies, speaking anxiety, and strategic competence.

Path Analysis. This was used to determine the influence of oral communication strategies and speaking anxiety on strategic competence.

Ethical Consideration

This section discusses the ethical concerns and issues that the researcher might have encountered along with the conduct of the study. Several ethical considerations were enumerated and discussed to avoid risks and harm in

conducting the study, especially on the part of the respondents. This also ensured the researcher and the readers of the study that the process of conducting the study was in accordance with the standard protocol.

Voluntary Participation.In the conduct of the study, especially in collecting data through survey questionnaires, there was no respondent forced or coerced to answer the questionnaires. The respondents were willing to be involved and were fully aware of the purpose of the study. It was made clear to them that no punishment or negative consequences will be inflicted if they will decline or refuse to participate.

Privacy and Confidentiality.In collecting data, privacy and confidentiality are very crucial. Hence, the identity and any personal information of the respondent remained anonymous. The respondents were informed that their identity will remain unknown and that whatever data or information they will give shall be treated with the utmost confidentiality.

Informed Consent Process.It is important in conducting a study that respondents fully comprehend what they are expected to do and what are the possible outcomes of their participation (Polonsky and Waller 93). Thus, an informed consent form was given to the study respondents with an oral explanation. The form contained the necessary information about the respondent's study and its purposes, the participant's rights, confidentiality, potential benefits, risks and discomforts to the participants, and the participation and withdrawal clause. In any case, the target participant had questions; it was addressed by the researcher accordingly. The participants affixed their signature as a sign of confirming and consenting to the researcher to participate in the study.

Recruitment.Identifying and recruiting potential respondents of the study are crucial to establishing the study results' probability. Hence, the researcher was responsible for carefully considering the recruiting procedures, including the identification and contact of the respondents. The researcher had direct recruitment of potential participants in person. The potential respondents were presented with the Informed Consent Form through random sampling or identification to participate in the study.

Risks.Risks or potential harm to the participants could include physical, psychological, emotional, and the like (Polonsky and Waller 97). In conducting the study, the researcher saw that there should be minimal, if any, harm caused to the respondents. Maintaining confidentiality to the participant's identity and answers will avoid causing them shame if found out that they were not efficient and/or confident in speaking English. Since the target respondents were students, their answers will not be used, at any cost, as the basis for their academic grades and assessment. Their grades and class standing should not be affected, whatever the study results will be.

Benefits.The study results might benefit the school administrators, faculty, and students of DOSCST. The study's results, discussions, and findings might help the tertiary schools and the governing agency, Commission on Higher Education (CHED), provide possible interventions and school programs or activities that aim to improve college students' communication competence in English. For the participants, each of them was given a snack as compensation for their willingness, time, and effort for answering the questionnaire and for participating in the study.

Plagiarism.Misinterpreting someone else's work as your own is considered plagiarism (Polonsky and Waller 102). Hence, the researcher made sure that all ideas and information from varied sources were paraphrased and were cited and referenced correctly and accordingly. To ensure that no information or opinion had been copied from the works of others, the researcher utilized Grammarly, Turnitin, and other plagiarism detector software or applications.

Fabrication.Also known as academic fraud refers to the intentional misrepresentation, collection, analysis, and interpretation of data (Polonsky and Waller 188). The data and the study results would be based on the respondents' gathered data and/or information and the existing literature and related studies. No make-up of data was done to gratify inaccurate conclusions of the study.

Falsification.Data and any information gathered, especially the study results, would not be purposefully misrepresented. The conclusions and recommendations given were based on the generated results. No information was misinterpreted, omitted, over-claimed, and exaggerated based on what was found in the study.

Conflict of Interest. The researcher espoused no conflict of interest in conducting the study. Despite conducting the study in her workplace, the researcher aimed to establish the validity of the research and maintain the participants' welfare. No financial gain or recognition was given to the researcher. The teacher role of the researcher was not used to coerce the student participants to participate in the survey. Also, this study was done according to the researcher's volition. It did not receive any monetary and/or other forms of compensation or recognition from the school where the study was conducted.

Deceit. This refers to the misleading of the participants that may cause potential harm to them (Polonsky and Waller 99). The researcher refrained from misleading the respondents by fully informing them of the study's intentions and purposes. All of the participants were informed truthfully and debriefed before signing the consent of participating. Also, the respondents were informed of their right to withdraw personal information to be used in the study.

Permission from Organization/Location. The identified research locale of the study is the DOSCST, a higher education institution in Mati City. Written permission, addressed to the OIC-president of the college, was given personally to seek permission and to inform the person in authority of the researcher's procedures to collect and gather data from the respondents.

Authorship. This study was primarily authored by the researcher and co-authored by her adviser, Dr. Edwin Nebria. This study was an original work. Borrowed ideas were given due recognition and proper acknowledgment.

Chapter 3

Results:-

The data obtained from the respondents are presented, analyzed, and interpreted in this section based on the objectives presented in this study. The order of the discussion is as follows: level of oral communication strategies; level of strategic competence; level of speaking anxiety; the relationship between oral communication strategies and strategic competence; the relationship between oral communication strategies and speaking anxiety; the relationship between speaking anxiety and strategic competence; and mediation analysis of the three variables.

Oral Communication Strategies

Table 1 presents the level of oral communication strategies of the students with a weighted mean of 4.22 and a standard deviation of 0.64, which was described as *very high*. The results showed that *negotiation for meaning while speaking strategies* had the highest mean value of 4.22, which was described as *very high*. The following indicators, *nonverbal strategies while speaking*, *message reduction and alteration strategies*, *fluency-oriented strategies*, *accuracy-oriented strategies*, *social affective strategies*, and *attempt to think in English strategies* had mean value of 4.13, 4.07, 4.00, 3.93, 3.87, and 3.77, respectively, had a descriptive level of *high*. On the other hand, the indicator *message abandonment strategies* had the lowest mean value of 3.19, had a descriptive level which is *moderate*.

Table 1:- Level of Oral Communication Strategies.

Indicator	SD	Mean	Descriptive Level
Social Affective Strategies	0.49	3.87	High
Fluency-oriented Strategies	0.59	4.00	High
Negotiation for Meaning while Speaking Strategies	0.64	4.22	Very High
Accuracy-oriented Strategies	0.58	3.93	High
Message Reduction and Alteration Strategies	0.55	4.07	High
Nonverbal Strategies while Speaking	0.78	4.13	High
Message Abandonment strategies	0.74	3.19	Moderate
Attempt to Think in English Strategies	0.71	3.77	High
Overall	0.64	4.22	Very High

Speaking Anxiety

Table 2 displays the results of the respondents' speaking anxiety level with an overall mean of 2.98 and a standard deviation of 0.70 with a descriptive interpretation of moderate. The two indicators, in-class anxiety, and out-of-class anxiety, with mean values of 2.98 and 2.99, respectively, had a moderate descriptive interpretation.

Table 2:- Level of Speaking Anxiety.

Indicator	SD	Mean	Descriptive Level
In-class Anxiety	0.74	2.98	Moderate
Out-of-class Anxiety	0.78	2.99	Moderate
Overall	0.70	2.98	Moderate

Strategic Competence

Presented in Table 3 is the level of strategic competence with a weighted mean of 3.45 and a standard deviation of 0.51, which was descriptively described as *high*. The results showed that the *educational compensatory* had the highest mean value of 3.63, which was described as *high*. The indicator *cognitive* had a mean value of 3.54 and a descriptive interpretation of *high*. Meanwhile, both *communicative* and *goal-seeking* indicators had a mean value of 3.31, which could be described as *moderate*.

Table 3:- Level of Strategic Competence.

Indicator	SD	Mean	Descriptive Level
Cognitive	0.54	3.54	High
Communicative	0.57	3.31	Moderate
Goal-seeking	0.64	3.31	Moderate
Educational Compensatory	0.59	3.63	High
Overall	0.51	3.45	High

Relationship between Oral Communication Strategies and Strategic Competence

Table 4.1 presents the test results of the relationship between oral communication strategies and strategic competence. The overall r-value of .612 with a p-value lower than 0.05 signified rejection of the null hypothesis showing that there is a significant relationship between the use of oral communication strategies and the strategic competence of the students. This implied that the oral communication strategies were positively correlated with their strategic competence, which means, the more they use oral communication strategies, the more their strategic competence increases.

Correspondingly, it was observed that cognitive, communicative, goal-seeking and educational compensatory showed a significant relationship to social, affective strategies, fluency-oriented strategies, negotiation for meaning. While speaking strategies, accuracy-oriented strategies, message reduction and alteration strategies, nonverbal strategies while speaking, and attempt to think in English strategies. However, message abandonment strategies did not show any significant relationship to strategic competence as indicated by its overall r-value of .075 and p-value greater than .05. This implies that strategies for message abandonment were not correlated to the strategic competence of the students. Furthermore, the student's competency in communicating or speaking in English was not influenced by their ability to abandon communication or leave the message unfinished during a conversation.

Table 4.1:- Significance of the Relationship between Oral Communication Strategies and Strategic Competence.

Oral Communication Strategies	Strategic Competence				
	Cognitive	Communicative	Goal-seeking	Educational Compensatory	Overall
Social Affective Strategies	.461** .000	.418** .000	.324** .000	.402** .000	.457** .000
Fluency-oriented Strategies	.555** .000	.509** .000	.469** .000	.469** .000	.572** .000
Negotiation for Meaning while Speaking Strategies	.450** .000	.382** .000	.345** .000	.448** .000	.464** .000
Accuracy-oriented Strategies	.555** .000	.510** .000	.416** .000	.487** .000	.562** .000
Message Reduction and Alteration Strategies	.399** .000	.357** .000	.285** .000	.332** .000	.391** .000
Nonverbal Strategies	.454**	.441**	.354**	.319**	.447**

while Speaking	.000	.000	.000	.000	.000
Message Abandonment strategies	.034 .561	.053 .359	.006 .918	.170** .003	.075 .197
Attempt to Think in English Strategies	.404** .000	.336** .000	.306** .000	.383** .000	.409** .000
Overall	.599** .000	.545** .000	.454** .000	.548** .000	.612** .000

Relationship between Speaking Anxiety and Strategic Competence

Table 4.2 bares the test results of the relationship between speaking anxiety and strategic competence. The overall *r-value* of $-.173$ with a *p-value* lower than 0.05 signified rejection of the null hypothesis, showing a significant relationship between speaking anxiety and the strategic competence of students. This implies that their speaking anxiety is negatively correlated to their strategic competence. Thus, the lesser anxiousness they feel in speaking, the greater their strategic competence or vice versa.

On the other hand, particularly on strategic competence, *educational compensatory* showed an *r-value* of $-.101$ with a *p-value* greater than 0.05 level of significance. This indicator did not have any significant relationship with speaking anxiety. This implies that the students' anxiety in speaking English was not correlated to their ability to use nonverbal strategies, explain or ask for help, verbalize communicative strategies, and self-correct.

However, all the indicators of speaking anxiety correlated negatively to the indicators of strategic competence, namely *cognitive* ($r = -.162$, $p < .05$), *communicative* ($r = -.127$, $p < .05$), and *goal-seeking* ($r = -.208$, $p < .05$). Furthermore, this means that the more the students are knowledgeable and capable of using communicative functions of thinking, of associating of different strategies in different communication context, and of identifying the purpose of communication the more they are less anxious or vice versa.

Table 4.2:- Significance of the Relationship between Speaking Anxiety and Strategic Competence.

Speaking Anxiety	Strategic Competence				
	Cognitive	Communication	Goal-seeking	Educational Compensatory	Overall
In-class Anxiety	-.144* .012	-.096 .098	-.189** .001	-.076 .187	-.146* .011
Out-of-class Anxiety	-.153** .008	-.137* .018	-.195** .001	-.108 .062	-.171** .003
Overall	-.162** .005	-.127* .028	-.208** .000	-.101 .082	-.173** .003

Path Analysis on the Influence of Oral Communication Strategies and Speaking Anxiety on Strategic Competence

As shown in Table 5, the independent variable denoted by X1 (oral communication strategies) has a significant effect ($p < .05$) on the dependent variable denoted by Y (strategic competence). Likewise, it was also found that the other independent variable denoted by X2 (speaking anxiety) has a significant effect ($p < .05$) on the dependent variable. Path analysis was used to determine the influence of oral communication strategies and speaking anxiety on strategic competence.

Furthermore, analysis of the findings shows that the use of oral communication strategies can significantly influence strategic competence. Likewise, speaking anxiety has a significant influence on the strategic competence of the students. Therefore, both the exogenous variables, oral communication strategies, and speaking anxiety significantly predict the endogenous variable, strategic competence. Hence, the results rejected the null hypothesis of the study, which states that oral communication strategies and speaking anxiety do not significantly predict the strategic competence of the students.

Table 5:- Path Analysis of the Three Variables.

			Estimate	S.E.	C.R.	P	Label
Y	<---	X1	.729	.053	13.665	***	
Y	<---	X2	-.121	.033	-3.721	***	

Chapter 4

Discussion:-

This chapter presents and discusses the data obtained on oral communication strategies, strategic competence, and speaking anxiety. Conclusions and recommendations are also formulated based on the results of the study.

Oral Communication Strategies

The overall level of the oral communication strategies of the students is very high. This implied that the measures of oral communication strategies were always observed hence, students observed the use of oral communication strategies at all times. The indicator with a very high level was negotiation for meaning while speaking strategies. The indicators with high level were *social, affective strategies, fluency-oriented strategies, accuracy-oriented strategies, message reduction and alteration strategies, nonverbal strategies while speaking, and attempt to think in English strategies*. However, the indicator with a moderate level was the *message abandonment strategies*.

These findings are in agreement with the study of Huang (85), Thu and Thu (286), and Kagwesage (1) that students always use the oral communication strategies when using the medium of English in their academic tasks. The results also conformed to the results of the study of Su (650) that most used communication strategies of the college students were non-verbal and social effective strategies. Also, the frequently used strategies are social-affective, fluency-oriented, and meaning-negotiation strategies for coping with speaking problems (Mirzaei and Heidari 131), message reduction and alternation strategies (Huang 85), and compensatory strategies (Thu and Thu 286). The message abandonment was the least frequently used strategy of students (Huang 85; Yaman and Özcan 143) and avoidance strategies (Thu and Thu 286). However, the indicator, attempt to think in English strategy, which was found high in this study is in contrast with the result of the studies of Huang (94), Larenas (94) and Rohani (169) which was found that this strategy was often or sometimes used by the learners during communication.

Speaking Anxiety

The overall level of speaking anxiety of the participants is moderate. This implies that the student's anxiety in speaking English is occasionally evident. Both the variable indicators, in-class anxiety, and out-of-class anxiety, were moderate in level. Furthermore, the results revealed that the anxiety reaction or anxiousness of the respondents in speaking the English language inside and/or outside the classroom is sometimes observed.

These findings are congruous with the results of the previous studies (Akkakoson 75; Boonyaparakob et al. 76; Hashwani 121), which revealed a moderate level of anxiety. This was brought by fear of negative evaluation (Akkakoson 75; Boonyaparakob et al. 76). Also, the findings of the study of Hashwani (135) revealed a puzzling result because despite having moderate anxiety level responses towards the confidence to use the English language but overall, it was found that the overall classroom anxiety was high emphasizing that anxiety level varies from student to student and their circumstances.

On the other hand, this contradicts the result of Su (650) that the students' speaking anxiety in speaking English was high. Dissimilarly, Nigerians did not display anxiety when speaking English because it is their second language (Zhiping and Paramasivam 8).

In the present study, despite the observance that the student-respondents tend to be anxious when speaking in English during oral activities, the results showed moderate anxiety levels. This could be the assumption of Dewaele (406) that bilingual learners tend to be less anxious than monolinguals since they have experienced learning a new language, thus making them more adaptive in learning a new language.

Strategic Competence

The overall level of strategic competence of the respondents is high. The results indicated that the strategic competence of the students was manifested most of the time. Moreover, the ability of the learners to use verbal and nonverbal strategies to cope during communication breakdown was often observed. The indicators with high levels

were cognitive and educational compensatory, while the indicators with moderate levels were communicative and goal-seeking.

These findings were a bit higher than the findings of Sweeney et al. (118) in their study. The respondents' overall level of communicative competence (focused on strategic) was moderate. Notably, the indicators cognitive and communicative were both described as moderate, while the educational compensatory was low. Hence, the present study agrees with the model of Communicative Competence focusing on strategic competence, which said that learners could use communication strategies to overcome communication problems (Kongsom 12).

Relationship between Oral Communication Strategies and Strategic Competence

The test of the relationship between oral communication strategies and strategic competence revealed a significant relationship between the use of oral communication strategies and the strategic competence of the students. This implied that the oral communication strategies were positively correlated with their strategic competence, which means, the more they use oral communication strategies, the more their strategic competence increases.

These results also accord with the earlier results of the study of Alibakhshi and Padiz (945) that teaching communicative strategies had a positive effect on the language performance of the participants, further supported with the evidence that the experimental group did better in their oral tasks by using different strategies than the other group. Also, it is similar to the study of Zhang (194) that proved communicative strategies and communicative competence were correlated.

Relationship between Speaking Anxiety and Strategic Competence

The test results of the relationship between speaking anxiety and strategic competence revealed a significant relationship between speaking anxiety and the strategic competence of students. Additionally, speaking anxiety is negatively correlated to their strategic competence. Thus, the lesser anxiousness they feel in speaking, the greater their strategic competence or vice versa.

These results agree with the findings of the previous studies (Aghajani and Amanzadeh 154; Cakici 190; Gkonou 24). The study of Gkonou (24) found that the higher the individual's speaking anxiety, the higher their language anxiety inside the classroom and perceived to be less competent in terms of performance in oral tasks. Also, these results are congruent to Aghajani and Amanzadeh (2017), who established a significant negative relationship between the anxiety of the students and their communication performance. The results indicated that the more anxious the students, the poorer communicative performance and scores. These also accords with the observations of Cakici (2016), who also found a negative correlation between the language anxiety of the students and their language achievement.

Path Analysis on the Influence of Oral Communication Strategies and Speaking Anxiety on Strategic Competence

This study employed path analysis to test the relationship between oral communication strategies and strategic competence and speaking anxiety and strategic competence. In this case, path analysis allows the examination of the relations among the two independent variables, oral communication strategies and speaking anxiety, predicting one dependent variable, strategic competence. Findings revealed that oral communication strategies significantly affect strategic competence. Similarly, speaking anxiety significantly affects the strategic competence of the students.

The present study revealed that oral communication strategies could significantly influence strategic competence. Likewise, speaking anxiety has a significant influence on the strategic competence of the students. Therefore, oral communication strategies and speaking anxiety are substantial predictors of strategic competence. Thus, the study rejects the null hypothesis of the study, which states that oral communication strategies and speaking anxiety do not significantly predict the strategic competence of the students.

Conclusion:-

From the gathered results and findings of this study, conclusions are drawn in this section. Findings revealed that the level of the use of oral communication strategies is very high. In contrast, the students' speaking anxiety level is moderate, and the level of strategic competence is high. The results of the path analysis show that there is a significant relationship between oral communication strategies and strategic competence; and between speaking anxiety and

strategic competence. Thus, oral communication strategies and speaking anxiety are substantial predictors of strategic competence.

These findings were anchored to the Communicative Competence model of Canale and Swain, focusing on strategic competence, which states that it is the strategic competence that learners use through the aid of communication strategies to cope with communication problems (Kongsom 12). Also, the result is in congruence to the Theory of Foreign Language Anxiety of Horwitz et al. (128) that learners experience feelings of nervousness and apprehension during the language learning process, especially when using the target language. Lastly, the study conforms to the notion of Communicative Strategies of Selinker that learners use different communication strategies to compensate for communication disruptions encountered by the learners during communication (Nakatani and Goh 208; Rastegar and Gohari 402).

With this in mind, the significance of the relationship between oral communication strategies and strategic competence was supported by the idea of Kuen et al. (58) that learners could improve students' oral proficiency by using communication strategies to help them redress their language deficiency. The use of oral communication strategies can be considered a good learning strategy for learners to be given more opportunities to learn (Meenakshi 73). Furthermore, the significance of the relationship between speaking anxiety and strategic competence conformed to Orbeta and San Jose's (157) idea that this anxiety can be both a cause and consequence of poor language performance.

Recommendation:-

The researcher formulated the following recommendations based on this study's preceding findings and results. Since there is a very high level of usage of oral communication strategies of the students and a high level of strategic competence, it is suggested to maintain their level or even improve for higher strategic competence. Moreover, to improve the strategic competence of the students, instructors may include in their course syllabus in English activities that help improve the oral proficiency of students in the English language. As also suggested by Ghafournia and Afghari (2013), there is a need to include strategic-based instructions in language programs. Additionally, instructors may include more activities that can help students develop their speaking ability and oral fluency, which conformed to Rastegar and Gohari (2016) that learners can be provided with real-life tasks and practices intertwined with communication strategies to improve English oral communication skills of the students. Furthermore, lecturers may focus on training the students on indicators that had moderate to a high level of manifestation.

In the same light, since the level of speaking anxiety of the students is moderate, it is suggested to lessen their negative feeling toward speaking the English language. To help them be at ease with the use of the language in speaking, instructors may include interactive speaking activities in different communication settings, especially in and out of classroom settings. Similarly, Woodrow (2006) emphasized that students may have anxiety because of a lack of skills or "retrieval interference." That is why it is essential to consider communication both inside and outside the language learning classroom and ensure that learners have the skills and should practice everyday communication.

Finally, future studies will be of utmost importance to the research community to examine other variables that can further establish the relationship between oral communication strategies and strategic competence. Between speaking anxiety and strategic competence, exploring different areas not yet included in the study may be an addition to the body of literature in the field of language research.

References:-

1. Aghajani, Mojtaba, and Hanieh Amanzadeh. "The effect of anxiety on speaking ability: An experimental study on EFL learners." *Journal of Applied Linguistics and Language Research* vol. 4, no. 7, 2017, pp. 154-164, www.jallr.com/index.php/JALLR/article/view/690/pdf690.
2. Ahmed, Nazeer, et al. "Exploring the causes of english language speaking anxiety among postgraduate students of university of balochistan, pakistan." *International Journal of English Linguistics* vol. 7, no.2, 2017, pp.99-105, doi:10.5539/ijel.v7n2p99.
3. Akkakoson, Songyut. "Speaking anxiety in english conversation classrooms among Thai students." *Malaysian Journal of Learning and Instruction* vol. 13 no.1, 2016, pp.63-82, doi:10.32890/mjli2016.13.1.4.

4. Al Nakhalah, Ahmed Maher Mahmoud. "Problems and difficulties of speaking that encounter English language students at Al Quds Open University." *International Journal of Humanities and Social Science Invention* vol. 5, no. 12, 2016, pp. 96-101.
5. Alem, Dawit Dibe kulu. "Strategic Competence and its implication in language teaching." *Journal of Advances in Social Science and Humanities* vol. 6, no. 10, 2020, pp. 1326-1333, doi.org/10.15520/jassh.v6i10.495.
6. Alibakhshi, Goudarz, and Davood Padiz. "The effect of teaching strategic competence on speaking performance of EFL learners." *Journal of Language Teaching and Research* vol. 2, no. 4, 2011, pp. 941-947, doi:10.4304/jltr.2.4.941-947.
7. Altun, Mustafa. "The Evolvement of the Term 'Communicative Competence'." *International Journal of Social Sciences & Educational Studies* vol. 2, no. 1, 2015, pp. 16-19, www.researchgate.net/profile/Yunus-Yildiz-13/publication/322501588_Extracurricular_Activities_in_the_Steps_of_Aim-Based_Education/links/5e67f5eb92851c7ce05af801/Extracurricular-Activities-in-the-Steps-of-Aim-Based-Education.pdf#page=16.
8. Amiri, Mostafa, and Behzad Ghonsooly. "The relationship between English learning anxiety and the students' achievement on examinations." *Journal of Language Teaching and Research* vol. 6, no. 4, 2015, pp. 855-865, doi:10.17507/jltr.0604.20.
9. Anderson, Neil J. "Metacognition and Good Language Learners." *Lessons from Good Language Learners*, edited by Carol Griffiths, Cambridge University Press, Cambridge, 2008, pp. 99-109, doi:10.1017/CBO9780511497667.010.
10. Bachman, Lyle F., and Adrian S. Palmer. *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford: Oxford University Press, 2010.
11. Bagarić, Vesna, and Jelena Mihaljević Djigunović. "Definiranje komunikacijske kompetencije." *Metodika: časopis za teoriju i praksu metodikâ u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi* vol. 8, no. 14, 2007, pp. 84-103, scholar.google.com/scholar_url?url=https://repozitorij.unios.hr/islandora/object/ffos:3864/datastream/FILE0/download&hl=en&sa=T&oi=gsgga&ct=res&cd=0&d=8822794072655145956&ei=a0i3YZ7aFpT0yASAnKCoBw&scisig=AAGBfm0bpAaoilnJDU3_8vO3HRI-SffNKw.
12. Balemir, Serkan Hasan. *The sources of foreign language speaking anxiety and the relationship between proficiency level and degree of foreign language speaking anxiety*. 2009. Bilkent University, PhD Dissertation. <http://repository.bilkent.edu.tr/handle/11693/14917>.
13. Basic, Lejla. *Speaking anxiety: an obstacle to second language learning?*. 2011. University of Gävle, Thesis. www.diva-portal.org/smash/get/diva2:453921/FULLTEXT01.pdf.
14. Bensalem, Elias. "Foreign language learning anxiety: The case of trilinguals." *Arab World English Journal (AWEJ)*, vol. 8, no. 1, 2017, pp. 234-249, doi:10.2139/ssrn.2945904.
15. Bialystok, Ellen. *Communication strategies: A psychological analysis of second language use*. London, UK: Blackwell, 1990.
16. Boonyaparakob, Kornsir, et al. "A study of upper-secondary school EFL Thai students' anxiety in English Language Classroom." *The International Conference on Language, Literature, Culture and Education* vol. 103, 2015, pp. 76-88, www.icsai.org/procarch/2icllce/2icllce-103.pdf
17. Brown, H. Douglas. *Principles of language learning and teaching*. Englewood Cliffs, NJ Prentice-Hall, USA. 1980.
18. Cakici, Dilek. "The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement." *English Language Teaching* vol. 9, no. 8, 2016, pp. 190-203, doi:10.5539/elt.v9n8p190.
19. Canale, Michael, and Merrill Swain. "Theoretical bases of communicative approaches to second language teaching and testing." *Applied linguistics* vol. 1, no. 1, 1980, pp. 1-47, www.uefap.com/tefsp/bibliog/canale_swain.pdf.
20. Celce-Murcia, Marianne. "Rethinking the role of communicative competence in language teaching." *Intercultural Language Use and Language Learning*. Springer, Dordrecht, 2008, pp. 41-57, doi:10.1007/978-1-4020-5639-0_3.
21. Chen, Yusi. *ESL students' language anxiety in in-class oral presentations*. 2015. Marshall University, MA Thesis. mds.marshall.edu/cgi/viewcontent.cgi?article=1967&context=etd.
22. Creswell, John W. *Educational research: Planning, conducting, and evaluating quantitative*. Upper Saddle River, NJ: Prentice Hall, 2002.

23. Dewaele, Jean-Marc. "The effect of multilingualism, sociobiographical, and situational factors on communicative anxiety and foreign language anxiety of mature language learners." *International Journal of Bilingualism* vol. 11, no. 4, 2007, pp. 391-409, doi:10.1177/13670069070110040301.
24. DeYoreo, Maria. "Stratified random sampling." *SAGE encyclopaedia of educational research, measurement, and evaluation*. Thousand Oaks, CA: Sage, 2018, doi:10.4135/9781506326139671.
25. Doqaruni, Vahid. "The relationship between communication strategies and noticing function of output hypothesis in teacher talk." *Journal of Language and Linguistic Studies* vol. 9, no. 1, 2013, pp. 176-205, www.jlls.org/vol9no1/176-205.pdf.
26. Dörnyei, Zoltán, and Sarah Thurrell. "Strategic competence and how to teach it." *ELT Journal*, vol. 45, no. 1, 1991, pp. 16–23, www.academic.oup.com/eltj/article-abstract/45/1/16/2756598.
27. Drummond, Karen Eich, and Alison Murphy-Reyes. *Nutrition Research: Concepts & Applications: Concepts & Applications*. Jones & Bartlett Learning, 2017.
28. Esquivel, Orlyn Joyce D. "Exploring the Filipinization of the English Language in a Digital Age: An Identity Apart from Other World Englishes." *Journal of English as an International Language* vol. 14, no. 1, 2019, pp. 58-72, <https://files.eric.ed.gov/fulltext/EJ1244667.pdf>.
29. Gardner, Robert C., and Peter D. MacIntyre. "A student's contributions to second-language learning. Part II: Affective variables." *Language Teaching*, vol. 26, no.1, 1993, pp. 1-11, doi:10.1017/S0261444800000045.
30. Ghafournia, Narjes, and Akbar Afghari. "Relationship between Reading Proficiency, Strategic Competence, and Reading Comprehension Test Performance: A Study of Iranian EFL Learners." *International Education Studies* vol. 6, no. 8, 2013, pp.21-30, doi:10.5539/ies.v6n8p21.
31. Gkonou, Christina. "The sociolinguistic parameters of L2 speaking anxiety." *Classroom-oriented Research. Second Language Learning and Teaching*. Springer, Heidelber, 2014, pp.15-32, doi:10.1007/978-3-319-00188-3_2.
32. Grove, Susan K., Nancy Burns, and Jennifer Gray. *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. Elsevier Health Sciences, 2012.
33. Hashemi, Masoud. "Language stress and anxiety among the English language learners." *Procedia-Social and Behavioral Sciences* vol. 30, 2011, pp.1811-1816, doi:10.1016/j.sbspro.2011.10.349.
34. Hashwani, Meenaz Shams. "Students' attitudes, motivation and anxiety towards English language learning." *Journal of Research and Reflections in Education* vol. 2, no.2, 2008, pp. 121-144, https://ecommons.aku.edu/pakistan_ied_pdck/7/.
35. Horwitz, Elaine, et al. "Foreign language classroom anxiety." *The Modern Language Journal* vol. 70, no.2, 1986, pp. 125-132, doi:10.2307/327317.
36. Huang, Chiu-Ping. "Exploring factors affecting the use of oral communication strategies." *LongHua Technology University Journal* vol. 30, no. 1, 2010, pp. 85-104, <http://www.lhu.edu.tw/m/oa/synthetic/publish/publish/30/8.%E9%BB%83%E7%A7%8B%E8%90%8D-Exploring%20Factors%20Affecting%20the%20Use%20of%20Oral%20Communication%20Strategies.pdf>.
37. Hymes, Dell. "On communicative competence." *Sociolinguistics, Selected Readings*, 1972, pp. 269-293, www.homes.uni-bielefeld.de/sgramley/Hymes-1.pdf
38. Ibrahim, Osama Yousif, and Ishragaa Bashir Mohammed. "An Investigation into the Sources of English Language Speaking Anxiety from the University Students Perspective." *SUST Journal of Humanities*, vol. 16, no. 1, 2015, pp. 127-143, https://www.researchgate.net/profile/Osama-Abualzain/publication/337160040_An_Investigation_into_the_Sources_of_English_Language_Speaking_Anxiety_from_the_University_Students'_Perspective/links/5dc9178792851c8180436902/An-Investigation-into-the-Sources-of-English-Language-Speaking-Anxiety-from-the-University-Students-Perspective.pdf
39. Kagwesage, Anne Marie. "Coping with English as Language of Instruction in Higher Education in Rwanda." *International Journal of Higher Education* vol. 2, no. 2, 2013, pp.1-12, doi:10.5430/ijhe.v2n2p1.
40. Kárpáti, László. "The use of communication strategies in English language education." *International Journal of Humanities and Social Development Research* vol. 1, no. 2, 2017, pp. 5-14, https://www.researchgate.net/publication/320407570_The_Use_of_Communication_Strategies_in_English_Language_Education
41. Kayaoğlu, Mustafa Naci, and Hasan Sağlamel. "Students' perceptions of language anxiety in speaking classes." *Journal of History Culture and Art Research* vol. 2, no. 2, 2013, pp. 142-160, doi:10.7596/tasks.v2i2.245.
42. Kongsom, Tiwaporn. "The effects of teaching communication strategies to Thai learners of English." in Rață, Georgeta, ed. *Language education today: between theory and practice*. Cambridge Scholars Publishing, 2009.
43. Krashen, Stephen. *Principles and practice in second language acquisition*. Pergamon Press Inc., 1982.

44. Kuen, Gan Lai, ShameemRafik-Galea, and Chan SweeHeng. "Effect of oral communication strategies training on the development of Malaysian English as a second language learners' strategic competence." *International Journal of Education and Literacy Studies* vol. 5, no.4, 2017, pp.57-77, doi:10.7575/aiac.ijels.v.5n.4p.57.
45. Larenas, Claudio Diaz. "Exploring knowledge of English speaking strategies in 8th and 12th graders." *Profile Issues in Teachers' Professional Development* vol. 13, no. 2, 2011, pp. 85-98, www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902011000200007
46. Latif, NurAfiqahbinti Ab. "A study on English language anxiety among adult learners in UniversitiTeknologi Malaysia (UTM)." *Procedia-Social and Behavioral Sciences* vol. 208 no. 20, 2015, pp. 223-232, doi:10.1016/j.sbspro.2015.11.198.
47. Le, Jiayong. *Affective characteristics of American students studying Chinese in China: a study of heritage and non-heritage learners' beliefs and foreign language anxiety*. 2004. University of Texas, PhD Dissertation. <https://repositories.lib.utexas.edu/handle/2152/1352>.
48. Lewis, Samantha. "Are communicative strategies teachable?." *Encuentro*, vol. 20, 2011, pp.46-54, www.learningpaths.org/papers/papercommunication.htm.
49. Lian, Lim Hooiand MardziahBtBudin. "Investigating the relationship between English language anxiety and the achievement of school based oral English test among Malaysian Form Four students." *International Journal of Learning, Teaching and Educational Research* vol. 2, no. 1, 2014, pp.67-79, <http://ijlter.org/index.php/ijlter/article/view/32>.
50. Light, Janice, and David McNaughton. "Communicative competence for individuals who require augmentative and alternative communication: A new definition for a new era of communication?." *Argumentative and Alternative Communication*, vol30., no. 1, 2014, pp.1-18, doi:10.3109/07434618.2014.885080.
51. Lin, Grace Hui Chin. "Revealing the Effectivenesses of Communication Strategies." 8thELT Conference of Applied Foreign Languages 2013, <https://files.eric.ed.gov/fulltext/ED543629.pdf>. Accessed 13 Dec. 2021.
52. Lin, Wei. "Communicative strategies in second language acquisition: A study of Chinese English learners' attitude and reported frequency of communicative strategies". 2011. Kristianstad University, Sweden, Thesis. <http://www.diva-portal.org/smash/get/diva2:429103/FULLTEXT01.pdf>
53. Liu, Meihua, and Wenhong Huang. "An exploration of foreign language anxiety and English learning motivation." *Education Research International* vol. 2011, 2011, pp.1-8, doi:10.1155/2011/493167.
54. Liu, Meihua, and Xiaoming Zhang. "An investigation of Chinese university students' foreign language anxiety and English learning motivation." *English Linguistics Research* vol. 2, no.1, 2013, 1-13.
55. Lucas, Rochelle Irene, et al. "English language learning anxiety among foreign language learners in the Philippines." *Philippine ESL Journal* vol. 7, 2011, pp. 94-119, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1040.1980&rep=rep1&type=pdf>.
56. Mahmood, AyadHameed, and Ibrahim Mohammed Ali Murad. "Approaching the Language of the Second Language Learner: Interlanguage and the Models Before." *English Language Teaching* vol. 11, no. 10, 2018, pp. 95-108, doi: 10.5539/elt.v11n10p95
57. Meenakshi, SirigiriBarad. "Strategic Competence in a Three-Pronged Approach to Communication." *International Research Journal of Social Sciences* vol. 4, no.4, 2015, pp. 70-73.
58. Mirzaei, Azizullah, and NajmehHeidari. "Exploring the Use of Oral-Communication Strategies by (Non) Fluent L2 Speakers." *Journal of Asia TEFL* vol. 9, no.3, 2012, pp. 131-156, ProQuest, <https://www.proquest.com/scholarly-journals/exploring-use-oral-communication-strategies-non/docview/2266426664/se-2?accountid=31259>.
59. Na, Zhao. "A study of high school students' English learning anxiety." *The Asian EFL Journal* vol. 9, no.3, 2007, pp. 22-34, http://asian-efl-journal.com/September_2007_EBook_editions.pdf#page=22.
60. Nakatani, Yasuo, and Christine Goh. "A review of oral communication strategies: Focus on interactionist and psycholinguistic perspectives." *Language Learner Strategies* vol. 30, no.1, 2007, pp. 207-228.
61. Nakatani, Yasuo. "Developing an oral communication strategy inventory." *The Modern Language Journal* vol. 90, no.2, 2006, pp. 151-168, doi:10.1111/j.1540-4781.2006.00390.x.
62. Nakatani, Yasuo. "The effects of awareness-raising training on oral communication strategy use." *The Modern Language Journal* vol. 89, no. 1, 2005, pp.76-91, doi:10.1111/j.0026-7902.2005.00266.x.
63. Nguyen, TrongDuc, et al. "Stratified random sampling from streaming and stored data." *Distributed and Parallel Databases* vol. 39, no. 3, 2021, pp. 665-710, doi.org/10.1007/s10619-020-07315-w.
64. Occhipinti, Alessia. *Foreign language anxiety in in-class speaking activities: two learning contexts in comparison*. 2009. The University of Oslo, MS Thesis. www.duo.uio.no/bitstream/handle/10852/25584/Daxstamparexoggixultima.pdf

65. Orbeta, Eden D., and Ariel E. San Jose. "Apprehension in language learning anxiety as significant correlate of oral performance in English of college freshmen." *International Association of Multidisciplinary Research*, vol. 5, 2013, pp. 155-164, doi:10.7718/iamure.v5i1.622.
66. Paramasivam, Shamala. "Language transfer as a communication strategy and a language learning strategy in a Malaysian ESL classroom." *The Asian EFL Journal Quarterly*, vol. 11, no.1, 2009, pp. 192-299, https://www.asian-efl-journal.com/March_2009.pdf#page=192
67. Park, Ha-eun, et al. "Affective Filter in Second Language Learning in South Korea." *International Journal of Foreign Studies*, vol. 7, no. 2, 2014, pp. 43-58, <http://www.dbpia.co.kr/Article/NODE06092407>.
68. Polonsky, Michael J., and David S. Waller. *Designing and Managing a research project: A business student's guide*. SAGE Publications, 2011.
69. Raosoft. www.raosoft.com/samplesize.html. Accessed on 9 September 2019.
70. Rastegar, Mina, and Samira Sadat Mirzadi Gohari. "Communication strategies, attitude, and oral output of EFL learners: A study of relations." *Open Journal of Modern Linguistics* vol. 6, no. 5, 2016, pp. 401-419, doi: 10.4236/ojml.2016.65036.
71. Rohani, Siti. "Positive versus negative communication strategies in task-based learning." *TEFLIN Journal*, vol. 24, no. 2, 2013, pp. 158-179, <http://teflin.org/journal/index.php/journal/article/view/161>.
72. Santos, Alaitz, et al. "Communicative anxiety in the second and third language." *International Journal of Multilingualism*, vol. 14, no.1, 2017, pp. 23-37, doi:10.1080/14790718.2017.1258980
73. Sener, Sabriye, and Nalan Bayraktar Balkir. "The relationship between the use of communication strategies and oral performance of ELT students: Çanakkale Onsekiz Mart University Case." *ELT Research Journal* vol. 2, no. 2, 2013, pp. 62-69, www.researchgate.net/publication/319406207_The_Relationship_between_the_Use_of_Communication_Strategies_and_Oral_Performance_of_ELT_Students_Canakkale_Onsekiz_Mart_University_Case
74. Seong, Yuna P. "Strategic competence and L2 speaking assessment." *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, 2014, vol. 14, no. 1, 2014, pp. 13-24, doi:10.7916/D8542N68.
75. Shumin, Kang. "Factors to consider: Developing adult EFL students' speaking abilities." In Richards, Jack Croft, Richards, Jack and Renandaya, Willy. *Methodology in Language Teaching: An anthology of current practice*. Cambridge University Press, 2002.
76. Ślęzak-Świat, Agnieszka. *Components of strategic competence in advanced foreign language users*. 2008. University of Silesia, PhD Dissertation. https://rebus.us.edu.pl/bitstream/20.500.12128/5209/1/Slezak_Swiat_Components_of_strategic_competence.pdf
77. Streiner, David L. "Finding our way: an introduction to path analysis." *The Canadian Journal of Psychiatry*, vol. 50, no.2, 2005, pp. 115-122, doi:10.1177/074370505000207.
78. Su, Ya-Chen. "College Students' Oral Communication Strategy Use, Self-perceived English Proficiency and Confidence, and Communication Anxiety in Taiwan's EFL Learning." *A Journal of the American Educational Studies Association: Educational Studies*, vol. 57, no. 6, 2021, pp. 650-669, doi:10.1080/00131946.2021.1919677.
79. Sweeney, Andrew Lee, et al. "Using Task-Based Learning Approach and Drama to Improve Communicative Competence for Students at Pibulsongkram Rajabhat University." *Journal of Faculty of Education Pibulsongkram Rajabhat University*, vol. 4, no. 2, 2017, pp. 112-123, doi:10.14456/edupsru.2017.9.
80. Tatsukawa, Keiso. "Developing an Assessment Tool for the Strategic Competence of Japanese EFL Learners." *Journal of Asia TEFL*, vol. 4, no. 3, 2007, pp. 71-92, http://journal.asiatefl.org/main/main.php?inx_journals=13&inx_contents=290&main=1&sub=2&submode=3&PageMode=JournalView&s_title=Developing_an_Assessment_Tool_for_the_Strategic_Competence_of_Japanese_EFL_Learners
81. Tereshchuk, Diana. "Developing criteria for evaluation of students' strategic competence in speaking English." *Наукові записки Тернопільського національного педагогічного університету. Серія: педагогіка* vol. 5, 2012, pp. 69-73.
82. Tereshchuk, Diana. "Assessing Students' Strategic Competence in Speaking English." *Edukacja-Technika-Informatyka* vol. 4, no. 1, 2013, pp. 512-516, <http://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.desklight-79a4edf4-52b8-41a3-adf6-d543640af0dc/c/086.pdf>
83. Thu, Nguyen Thi, and Nguyen Thi Thu. "Oral English communication strategies among Vietnamese non-majors of English at intermediate level." *American Journal of Educational Research*, vol. 4, no. 3, 2016, pp. 283-287, doi:10.12691/education-4-3-9.

84. Verhoeven, Ludo, and Anne Vermeer. "Communicative competence and personality dimensions in first and second language learners." *Applied Psycholinguistics*, vol. 23, no. 3, 2002, pp.361-374, doi:10.1017/S014271640200303X.
85. Wang, Dianjian, Hongling Lai, and Michael Leslie. "Chinese English learners' strategic competence." *Journal of Psycholinguistic Research*, vol. 44, no. 6, 2015, pp. 701-714, doi:10.1007/s10936-014-9313-7.
86. Woodrow, Lindy. "Anxiety and speaking English as a second language." *RELC Journal*, vol. 37, no. 3, 2006, pp. 308-328, doi:10.1177/0033688206071315.
87. Xu, Jin. "The relationship between the use of speaking strategies and performance on IELTS speaking test: A study on Chinese college students." *International Journal for 21st Century Education*, vol. 3, no. 2, 2016, pp. 69-96, doi:10.21071/ij21ce.v3i2.5856.
88. Yaman, Şaziye, and MehtapÖzcan. "Oral communication strategies used by Turkish students learning English as a foreign language." *Issues in teaching, learning and testing speaking in a second language*. Springer, Berlin, Heidelberg, 2015, pp. 143-158, doi:10.1007/978-3-642-38339-7_9.
89. Zhang, Wenxia, and Meihua Liu. "Evaluating the impact of oral test anxiety and speaking strategy use on oral English performance." *Journal of Asia TEFL*, vol.10, no.2, 2013, pp. 115-148, http://www.asiatefl.org/main/download_pdf.php?i=71&c=1419297878&fn=10_2_05.pdf
90. Zhang, Yuanyuan. "Non-English Major College Students' English Communicative Competence and Communicative Strategic Development." *Canadian Social Science*, vol. 7, no. 4, 2011, pp.190-197, doi:10.3968/j.css.1923669720110704.050.
91. Zhiping, Diao, and ShamalaParamasivam. "Anxiety of speaking English in class among international students in a Malaysian university." *International Journal of Education and Research*, vol. 1, no. 11, 2013, pp. 1-16, <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1072.181&rep=rep1&type=pdf>.
92. Zulkurnain, Norafini, and SarjitKaur. "Oral English communication difficulties and coping strategies of Diploma of Hotel Management students at UiTM." *3L: Language, Linguistics, Literature@*, vol. 20, no.3, 2014, pp. 93-112, doi:10.17576/3L-2014-2003-08.