ABSTRACT
The purpose of this study was to investigate the learning experiences and effectiveness of the communication strategies, which numerous scholars suggest English as Second Language learners to use in communication.

With a neutral attitude, this study did not assume the positive effectivenesses of “communication strategies” (Faerch & Kasper, 1983) in the beginning, but focused on the students' acceptance levels for each strategy.

Through transcribing and coding students’ colloquial styles for twice in the middle and the end of training, one class of 30 university students assisted the researchers to investigate their progresses in applying communication strategies for breaking linguistic limitations. The specific research questions in this study were as follow:

1. Which strategies are considered to be effective that should be included in the university communication curriculum?
2. What are students' language production examples for each strategy?

The purpose of this study chiefly has focused on offering demonstrations of training and grading in conversation courses. In the Appendix A and B, students' performances after five and ten week trainings have been displayed.

The results show that overall; there was an existing use of communication strategies by Taiwanese university students. Also, generally speaking, students' reflections toward communication strategies were quite positive, and they tended to believe they need to learn them, especially the inter-language and replacement strategies.

Sometimes, abandonment strategy was also regarded to be an important and necessary one.

Keywords: Communication Strategies, Interlanguage, Replacement, Abandonment

REFERENCES