

**Investigating the Communication Strategies of Arab
Students When Speaking English at Eastern
Mediterranean University**

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ABSTRACT

Communication Strategies (CSs) are tools used by speakers of English as a second (ESL) or foreign language (EFL) to cope with the communication collapses they may encounter. It includes several types that help learners decrease the pauses and interruptions, bridge the linguistic gap, or help the speaker to gain time while communicating.

This study examines the Communication Strategies (CSs) used by Arab students at Eastern Mediterranean University (EMU). Its aims to investigate the most frequent CSs among Arab students and examine any possible correlation between these CSs and gender and proficiency level. The study adopted a quantitative research tool through a questionnaire. In total, there are 102 participants (61 males and 41 females), whose proficiency level is divided into three levels: basic (11), independent (60), and proficient (30).

The results reveal that the Arab students prefer to use ‘simplification strategies’. Moreover, they prefer to depend on themselves rather than interlocutor or other people around in coping with their problems by using strategies such as ‘self-repair. The only assistance they frequently use that depend on the interlocutor is ‘confirming the meaning from the interlocutor’. In addition, the Arab English speakers tend to decrease the level of anxiety while speaking English through ‘feeling alright when taking risk while speaking’.

The results also reveal that there is a significant difference between males and females in the use of CSs. Females tend to be more open for asking others than males and use

more strategies that keep the communication move smoothly. One more remarkable finding is the significant relation between the level of English proficiency and the types of CSs. While the ‘basic’ speakers prefer ‘code switching’ and ‘guessing’, the proficient speakers tend to use ‘simplification’. Furthermore, the study found that the more proficient the speaker is, the less CSs they frequently use.

Keywords: communication strategies, EFL, proficiency level, gender.

ÖZ

İletişim Stratejileri (CS'ler), ikinci (ESL) veya yabancı dil (EFL) olarak İngilizce konuşanlar tarafından karşılaşılabilecekleri iletişim problemleriyle başa çıkmak için kullanılan araçlardır. Öğrencilerin duraklamalarını ve kesintilerini azaltmasına, dilsel boşluğu doldurmasına veya iletişim kurarken konuşmacının zaman kazanmasına yardımcı olan çeşitli türleri içerir.

Bu çalışma, Doğu Akdeniz Üniversitesi'ndeki (DAÜ) Arap öğrenciler tarafından kullanılan İletişim Stratejilerini (İS'ler) incelemektedir. Arap öğrenciler arasında en sık görülen İletişim Stratejilerininileri araştırmayı ve bu İletişim Stratejilerininiler ile cinsiyet ve yeterlilik düzeyi arasındaki olası herhangi bir ilişkiyi incelemeyi amaçlamaktadır. Çalışma, anket yoluyla nicel bir araştırma aracını benimsemiştir. Toplamda, yeterlilik seviyeleri temel (11), bağımsız (60) ve yetkin (30) olmak üzere üç seviyeye ayrılan 102 katılımcı (61 erkek ve 41 kadın) vardır.

Sonuçlar, Arap öğrencilerin 'basitleştirme stratejilerini' kullanmayı tercih ettiğini ortaya koymaktadır. Ayrıca 'kendini geliştirme' gibi stratejiler kullanarak sorunlarıyla baş etmede dikkate alma veya çevredeki diğer kişilerden ziyade kendilerine güvenmeyi tercih ederler. Sıklıkla kullandıkları ve dikkate bağlı olan tek yardım, 'dikkate alma anlamı teyit etmek'tir. Buna ek olarak, Arap İngilizcesi konuşanlar, 'konuşurken risk alırken iyi hissetmek' yoluyla İngilizce konuşurken kaygı düzeyini düşürme eğilimindedirler.

Sonuçlar ayrıca, İletişim Stratejilerini kullanımında erkekler ve kadınlar arasında önemli bir fark olduğunu buldu. Dişiler, erkeklere göre başkalarına sormaya daha açık

olma eğilimindedir ve iletişimin sorunsuz ilerlemesini sağlayan daha fazla strateji kullanır. Bir diğer dikkat çekici bulgu, İngilizce yeterlilik düzeyi ile İletişim Stratejilerini türleri arasındaki anlamlı ilişkidir. 'Temel' konuşmacılar 'kod değiştirme' ve 'tahmin etmeyi' tercih ederken, uzman konuşmacılar 'basitleştirme' kullanma eğilimindedir. Ayrıca, çalışma, konuşmacı ne kadar yetkin olursa, sıklıkla kullandıkları CS'lerin o kadar az olduğunu buldu.

Anahtar Kelimeler: iletişim stratejileri, İngilizce, yeterlilik düzeyi, cinsiyet.

DEDICATION

This study dedicated to my guide, mentor, and inspirer, my husband

Ahmad Fawzi Shamsi.

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Chapter 1

INTRODUCTION

1.1 Presentation

This chapter presents the essence of the study by previewing the background of the study and the motivation behind it. It then presents the aims of the study and the research questions. After that, it clarifies the significance of this study and the main terminologies used in this study.

1.2 Introduction

Communication strategies (CSs) are generally used in different communication contexts by different speakers, being native or nonnative. They assist the speaker in delivering the meaning to the listeners and compensate for the possible gaps that emerge due to inadequate linguistic knowledge.

There are several definitions and taxonomies of communication strategies, and the simplest definition of communication is “a process in which a message is sent from senders to receivers” (Hua et al., 2012) where the sender encodes the meaning using CSs while the listener needs to decode it (Thao, 2005). The first time the ‘communication strategy’ was used by Selinker (1972), and it means an approach used by English learners when communicating with native speakers. It implements in education as a tool for speaking. In this respect, the speaker employs certain techniques to communicate with another speaker.

In general, there are a wide variety of classifications for the CSs. Nevertheless, there is no one framework of classifications, which is approved by all the linguists. Instead, there are different views about their nature. For instance, Færch and Kasper (1983) view CSs as devices that help the L2 speakers fill the gaps emerging from their weaknesses in speaking, and these devices may be either verbal or nonverbal (p. 36). This is in line with the definition of Tarone (1977) who considers the use of CSs a tool for preventing the misunderstanding that may happen due to the linguistic collapses (p. 195). Furthermore, CSs are mindful plans to solve the communicational problems that allow reaching a certain communicational goal (Færch&Kasper, 1983). Due to these definitions, CSs fall under the L2 problem-management efforts, which cover the planning stage of problems in language production.

The use of communication strategies was established by the framework of communicative competence by Canale and Swain (1980) who defined communicative competence as “verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence” (p. 30). Oxford also stated that language learning strategies “are tools for active, self-directed involvement, which is essential for developing communicative competence” (Oxford, 1990: p. 1).

The communicative competence consists of four elements: grammatical, discourse, sociolinguistic, and strategic competences. As for the grammatical competence, it deals with the sentence in terms of rules, which involves knowing more about language code, such as grammatical rules, vocabulary, etc. (Thurrell & Zoltan, 1991).

The ‘discourse competence’ handles the ability to make relations between the sentence and meaning (Canale & Swain, 1980) while the ‘rules of discourse’ are related to the cohesion and coherence in producing a unified text (Thurrell & Zoltan, 1991). Regarding the ‘sociolinguistic competence’, it deals with the cultural aspect in knowing what is convenient to be said in each context (Cannel & Swain, 1980) and the ‘strategic competence’ deals with manipulating the language to fulfill the communication aims (Thurrell & Zoltan, 1991). In fact, communicative competence can help the learners cope with the communication and prevent any possible gaps while speaking. Scarcella and Oxford (1992) state that strategic competence refers to language learner’s ability to use communication strategies to solve communication problems and enhance the effectiveness of communication.

Therefore, CSs are vital factors in students' performance in which will compensate for the insufficient knowledge and at the same time guide the speaker to apply the linguistic, discourse, and the sociocultural aspect of the language.

1.3 Background of the Study

English language is considered the main communication tool for international students at universities that adopt the English Medium of Instruction as a policy of education. Students use it not only to communicate with their teachers but also with their classmates since students come from different nationalities and speak different languages. Hence, communication in English necessitates mastering the language effectively to avoid any misunderstanding.

Nevertheless, EFL learners may encounter some challenges since they speak a language that is not their mother tongue. The gaps may restrict them from delivering

the meaning intended to be sent to the listener. Rabab'ah (2003) reported that Arab students have several gaps in communication in English due to their linguistic shortage, which may lead to shortages in expressing their ideas.

Hence, there is a need for assessing the learners with some strategies and techniques that help them cope with these collapses. The communication strategies CSs help the EFL learners in delivering the meaning even if there is a kind of language shortage, being from the speaker or the listener alike.

One more benefit of the CSs is to assist the low proficient learners in coping with communication in the areas they have not learnt yet. When international students have no English background, they need to study English courses till they master it and then move to the department. During the course time, there are some grammatical rules, vocabulary, structures of English language that are yet to be learnt. Therefore, there is a need for the CSs to help them cope with these gaps when communicating with their teachers, colleagues, or even people outside the campus (Larsen-Freeman & Long, 1991).

One more benefit of CSs is learning new vocabulary (Dorneyi, 1995) it helps the learners proceed with the communication successfully. Procedural vocabulary has a distinct value for learners as it grants them a basic source of expressions that may help them avoid any collapses during their communication (Marco, 1999), such as fillers.

This knowledge is not merely restricted to knowing the vocabulary, but it also shows the learners where to use them effectively. These words can be used as alternatives for other ones when paraphrasing the established meaning to guarantee an ultimate

understanding of the listeners during the communication process. Therefore, those who have more vocabulary as an input tend to develop their language competences effectively to communicate with others.

1.4 Motivation for the Study

The main motive behind proceeding with this study is a personal one. Before commencing my master program, I took the English proficiency exam, and I did not get the needed score for the exemption. Hence, I took one English course, ENGE 515. My communication in English had some gaps, and there was a need for learning these skills. As an Arab student, I noticed that I share many techniques of CSs with my Arab classmates such as the overuse of body language or delivering the meaning in any possible way, and I noticed how important it is to improve these CSs to develop language skills and bridge the gaps when speaking.

When I became an MA student, I studied communication strategies more closely from a theoretical view to connect this knowledge to the real life needs of learners. Therefore, I opt for examining the communication strategies used by Arab students at EMU. Choosing this target nationality isn't a matter of bias. However, it's a good ground for me as Arab to figure out if there is any distinction between CSs used by Arabs in an English Medium of Instruction (EMI) context. This may help in detecting any relevance between the first language and CSs in a second language.

Since Arab students represent a good proportion of the alumni at EMU, there is a need to examine their communication strategies in order to figure out their challenges they face in communication. This can reveal if there is any common language patterns in

relation to the culture. In other words, if Arab students use certain CSs as they belong to one community and share the same norms and culture.

1.5 Aim of the Study

The current study was conducted in spring 2021 among Arab learners at Eastern Mediterranean University (EMU). It aims to investigate the communication strategies adopted by the Arab students to reasonably deal with communication breakdowns while using English as a Medium of Instruction at university and out of campus where the host community uses Turkish as a first language.

Arabic language is the L1 of the Arab students, and they use English as a medium of instruction at EMU. This context is a unique one since it is neither an Arab country, in which the people speak Arabic, nor English speaking country, where they can use English as a first language. In this context, the Arab students need to use English in their studies and communication with their international friends, Arabic to communicate with their community, and Turkish to communicate with the native inhabitants of North Cyprus. If they do not speak Turkish, they need to speak English in their daily life to communicate while providing their daily needs from markets. Hence, they may use certain communication strategies that may cope with any problems they have, since they are nonnative speakers of English, or the others have, as the other international students, instructors, and native inhabitants since they also do not speak English as a first language. Therefore, the collapses may not be from the students' side. Rather, it may be from the Cypriots or other students who may not speak English perfectly, and the use of CSs can help the learners in coping with any collapses during communication.

In this study, I assume that Arabs tend to use certain CSs that may assist them in speaking English. These CSs may differ from the ones used by other nationalities due to the cultural and educational differences among countries. Hence, the study considers that Arabs have highly and least preferred strategies.

1.6 Research Questions

This study starts from the following hypotheses:

1. The language proficiency level plays a vital role in the kinds of CSs adopted by Arab students.
2. Female Arab students tend to use CSs that are different from the ones used by male Arab students.

This study opts to answer the following research questions:

1. What are the most frequent communication strategies used by Arab students when speaking English?
2. Is there any gender difference in using English communication strategies among the Arab students at EMU?
3. Is there any relation between the English proficiency level and the chosen communication strategies among the Arab students?

1.7 Significance of the Study

The importance of this study is sourced from its effect on identifying the preferred CSs adopted by the Arab students in coping with the use of English language as a medium of instruction in their studies and their life in North Cyprus. The results of this study can highlight these CSs. This will help the Eastern Mediterranean University Policy Makers amend the skills taught at the School of Foreign Languages to equip the Arab students with the skills they need to improve their CSs and bridge any possible gaps during their communication in English.

Furthermore, the results of this study can add distinct implications to the related literature since it tackles the Arab students' community in an English Medium of Instruction context, where neither English nor Arabic is the L1 of the host community. This may also contribute to the theory and add a brick to the current insights in the scope of communication strategies among EFL learners.

1.8 Terminologies and Key Terms

- **Achievement Strategies:** these strategies refer to the assistance the speakers receive to complete the conversation without any challenges (e.g. circumlocution)" (Bialystok, 1990).
- **Communication Strategies (CSs):** these strategies refer to the techniques used during a conversation, which are considered as a way of managing problems in L2 communication to handle the language difficulties. (Dörnyei & Scott, 1997).
- **Communicative Competence:** it refers to the CSs (being verbal or nonverbal) used by L2 speakers to solve the collapses of the L2 speaker, which may be due to the insufficient competencies in language or performance problems (Canale& Swain, 1980).
- **Direct Communication Strategies:** A way of giving an alternative word that conveys the same meaning. This includes circumlocution, for example, that means giving a meaning of a word by describing it when not remembering the exact word. This helps the speaker carries the conversation on even if a word is not known. (Dörnyei & Scott, 1997).
- **Discourse Competence:** It refers to the levels of master for the L2 learners in understanding and producing language in all the different skills. This includes cohesion and coherence (Canale& Swain, 1980).

- **English as Medium of Instruction (EMI):** English as a medium of instruction, or EMI, refers to “the teaching and learning of content or academic subjects in the English language in situations where English is not the majority language” (Ducker, 2019).
- **Grammatical Competence:** this competence refers to the ability of L2 users to manage grammar. It includes “knowledge of phonology, orthography, vocabulary, word formation, and sentence formation” (Canale & Swain, 1980).
- **Indirect Communication Strategies:** they are strategies that help in conveying the meaning of the speakers by indirectly making some conditions for having a mutual understanding, such as avoiding collapses and keeping the conversation channel open (e.g., using fillers).” (Dörnyei& Scott, 1997).
- **Interactional Communication Strategies:** these communication strategies are the used by the L2 speakers when communicating with other interlocutors. They are usually used to avoid to cooperate on in trouble-shooting exchanges (e.g., appeal for help)” (Dörnyei& Scott, 1997).
- **Paralinguistic Strategy:** it refers to the nonlinguistic expressions made by speakers and understood by interlocutors through hearing, vision, and touch, such as facial expressions and gestures. (Karpinski, 2012).
- **Reduction/Avoidance Strategies:** strategies that are used by L2 speakers to decrease or eliminate any linguistic difficulty faced during the communication (e.g. topic avoidance)” (Bialystok, 1990).
- **Sociolinguistic Competence:** it refers to the use of sociocultural aspects, which handle the abilities of the speakers to deal with communication in the social context (Canale& Swain, 1980).

- **Strategic Competence:** this competence refers to the ability of the L2 speaker which handles the manipulation of the language in order to achieve the goals of the communication (Thurrell & Zoltan, 1991).

1.9 Summary

This chapter mainly considers the focal points of this study. It states communication strategies definitions, background, and motivation of study, in addition to the study aim. Research questions are also clarified with the significance of this study. Finally, it is ended with some essential key terms to make the following chapter friendly-readers.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents the related studies in the recent literature about Communication Strategies (CSs). It first starts with the general definitions of CSs followed by the main frameworks in the literature. It then presents the similar studies conducted about the same topic in different contexts.

2.2 Communication Strategies

Definitions of communication strategies (CSs) have been treated differently with the stakeholders in this field where each definition specifies CSs from certain perspectives. Communication Strategies (CSs) are considered as tools that assist the L2 speakers to bridge any emerging gaps in their communication. This can be seen in the work of Tarone's (1977) and Færch and Kasper's (1983b) definitions. For them, CSs can be used to avoid the collapses in the language to convey the individual's ideas (Tarone, 1977, p. 195).

Other studies have discussed the notion of L2 Communication Strategies during the 1970s, which aimed to target the challenges or breakdowns in communication. This is due to the mismatch between the proficiency level and communication goals of the L2 speakers. Tarone, (1977) and Tarone, et al (1976) made the first definition of CS as “a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been

formed''. Furthermore, Terrel (1977) considered that “communication strategies are crucial at the beginning stages of second language learning” (P. 334). This is in line with Oxford’s definition of compensation strategies as “overcoming limitations in speaking and writing” (1990, p. 17).

One more remarkable definition of CSs from a different angle is found at the work of Tarone (1980), in which he emphasized the interactional perspective. This aspect relates to the shared attempt of the two interlocutors to grant on a meaning or situations where requirement structures are not shared. For Tarone (1980), CSs are devices to cooperative negotiation of meaning where the interlocutors try to reach their communicative goal. This interactional view would facilitate many repair mechanisms which correct the linguistic side of conversation and clarify the intended meaning (p. 424).

The previous definitions were limited as Dörnyei (1995) suggested since the main challenge of the L2 speakers is the insufficient processing time. Hence, CSs help in filling the pauses by using fillers to gain some time while speaking and keeping the conversation with no interruption.

Dörnyei (1995) considers that the CSs definition should be reshaped since the problems of L2 speakers is not the ‘communication problems, but is also extended to other aspects, such as insufficient processing time’ or the so called ‘*stalling strategies*’ (Ex. the use of lexicalized pause-fillers and hesitation gambits). These strategies help speakers gain time to think and keep the communication channel open, which makes them also problem-solving strategies—a point also mentioned by several other researchers (e.g., Canale, 1983; Rost, 1994; Rubin, 1987; Savignon, 1983).

Another approach that extends the meaning of communication strategies out of the traditional scope was in the work of Bialystok (1990) who focuses on the psychological aspect of CSs; in other words, he concentrates on the mental and cognitive processes beyond these strategies. By omitting the psychological aspect and focusing on the verbalization of CSs only, we treat CSs superficially. However, the psychological approach studies the cognitive “deep structure” of strategic language behavior. Bialystok classifies CSs as achievement (Ex. circumlocution and approximation), avoidance (Ex. message abandonment), and stalling strategies (Ex. using fillers).

Taking Dörnyei’s extended view (1995) as a starting point, this study extends the scope of CSs by including all the CSs that may help the L2 learners to cope with any collapses while speaking English. The aim of this conceptualization is to cover different types of communication problem-management techniques that have been discussed in the related literature. The general description of Communication Strategies as problem-management for the communication problems widens the view to include all the problems that may appear and the ways to overcome them using a variety of strategies.

Dörnyei’s view was also clarified in a study conducted by Dörnyei and Scott (1995a, 1995b), which divides CSs into three main types: direct, indirect, and interactional strategies. The first category, Direct Strategies, provides another alternative that provides the meaning, such as circumlocution of the word or idea. The Indirect Strategies, on the other hand, do not offer such alternatives. Rather, they provide tools that help the speaker gain time and keep the communication on. This may include the use of fillers while speaking. Interactional Strategies depend on the two members of the communication since they cooperate to bridge the gaps and make the conversation

understandable, such as appealing for help, granting help, requesting clarification, providing clarification, etc.

2.3 Major Concepts in Communication Strategies Definitions

One remarkable definition is “communication strategies are potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Færch & Kasper, 1983, p. 36) The two major concepts in this definition are *problem-orientedness* and *consciousness*.

2.3.1 Problem-Orientedness and Communication Strategies

Regarding the ‘orientedness’ concept stated in the aforementioned definition, “the original insight into CSs is based on a mismatch between communicative intention and linguistic resources” (Váradi, 1992, p. 437). These mismatches can be examined in three different categories: ‘Own-performance problems’, ‘other performance problems’, and ‘processing time pressure’. These categories summarize the problems emerging during the communication and identifying them play a vital role in defining the appropriate Communication Strategies CSs needed for avoiding these problems.

First of all, ‘own-performance problems’ refers to the detection of the collapses of the other speaker. In other words, the listener recognizes that the other person has said something incorrect, partially or completely. This is usually associated with self-repair, self-editing, and self-rephrasing mechanisms (E.g., Dörnyei & Scott, 1995a, 1995b; Tarone & Yule, 1987; Willems, 1987).

The second category is ‘other-performance problems’, which refers to the problems perceived to be incorrect or were misunderstood. This is usually associated with some negotiation strategies that may assist the speakers in coping with the situation (E.g., Canale, 1983; Dörnyei & Thurrell, 1994; Rost, 1994; Savignon, 1983).

Regarding the last category ‘processing time pressure’, it refers to the time needed till the speaker processes the words to be said or understand the meaning given by the others. The long time consumed during this process decreases the level of fluency in the communication. Avoiding this gap requires several types of strategies, such as using fillers, self-repetitions, and hesitation devices (E.g., Chen, 1990; Dörnyei, 1995; Dörnyei & Scott, 1995a, Haastруп & Phillipson, 1983).

2.3.2 Consciousness and Communication Strategies

On the other hand, the concept consciousness has been the second major defining criterion for CSs. Using consciousness in this context may mix a variety of meanings for the same word. This may include being conscious about the linguistic problem, attempting to solve it, applying CSs effectively, finding an alternative plan, applying the new CS, etc.

Dörnyei and Scott (1995a, 1995b) stated that there are three elements related to consciousness in CSs. The first aspect is *‘consciousness as awareness of the problem’*, in which there is a problem in processing the language consciously by the speaker while trying to solve a problem. For instance, if the speaker coins the word ‘typer’ from the verb ‘type’ while applying the rule that adding the suffix ‘-er’ makes the verb a noun, there is a conscious problem that emerged from an attempt to form a new word.

The second aspect argued by Dörnyei and Scott (1995a, 1995b) is *Consciousness as intentionality*, which makes the speaker use certain nonverbal CSs as a way of gaining time. For instance, the speaker may use ‘mumming’ as a tool to gain the time while speaking to show the language ability but the time needed is for getting the idea rather than the language.

The last aspect is consciousness as awareness of strategic language use. Here, the speaker knows that he/she does not use a perfect strategy in the communication, but they are satisfied with the result since they are L2 speakers and are not required to be always perfect. For instance, L2 speakers may use 'literal translation' as a way of coping with the language problems occurring during their communication although they are aware of its shortage in certain occasions. However, they still feel it is a good way to cope with the collapses in most of the time that makes them fine to use it despite its shortages on certain occasions.

2.4 Communication Strategies Taxonomies

CSs taxonomies are just like their definitions; it has various perspectives and classifications. We have nine different taxonomies of CSs: Bialystok (1983), Bialystok (1990), Dörnyei and Scott (1995a, 1995b), Færch and Kasper (1983b), the Nijmegen Group (based on Poulisse, 1987; Kellerman, 1991), Poulisse (1993), Paribakht (1985), Tarone (1977), and Willems (1987). These varied taxonomies in the related literature have differences in terms of terminology as well as categorization.

The related literature has several taxonomies that include the communication strategies used by the L2 speakers. However, the classification and definition of these CSs vary based on the findings of scholars. Hence, there may be different CSs in the scholars' taxonomies. This study previews two main taxonomies: Bialystok taxonomy (1990), which is considered psychological prospective and Dörnyie and Scott taxonomy (1995a; 1995b), which is adopted as a framework for this study.

2.4.1 Bialystok Taxonomy

This taxonomy was designed by Bialystok (1990), which was mainly based on the work of Faerch and Kasper (1983), Tarone (1977), and Varadi (1973). It includes three

main classifications for different strategies: avoidance or reduction strategies, achievement or compensatory strategies, and stalling or time gaining strategies.

2.4.1.1 Avoidance or Reduction Strategies

In this set of strategies, the speaker tries to decrease or avoid the speech due to a language difficulty he/she faces. This classification includes two main strategies. The first is ‘message abandonment’, which means keeping the meaning unfinished due to linguistic challenges. The second is ‘topic avoidance’, in which the speaker tries to avoid talking about certain topics that may lead to any linguistic challenges.

2.4.1.2 Achievement or Compensatory Strategies

This category includes several strategies that help the speaker complete the communication despite some challenges faced. Unlike the previous category, the speaker here tends to find a way to complete the conversation. This includes nine strategies:

- a. **Circumlocution:** when the speaker is unable to know the meaning of a certain object, he/she tends to describe it by saying words or giving an example. For instance, the speaker may say ‘the place where you study’ instead of ‘university’.
- b. **Approximation:** this strategy is used by speakers when they don’t find the exact word. In this way, they use a near word that may match with the meaning. For instance, the speaker may say ‘eat’ instead of ‘taste’.
- c. **Use of all-purpose words:** this strategy is used by extending the meaning of one word to other meanings to fill any word missing from the conversation (Ex. using ‘thing’ for any missing word).
- d. **Word-coinage:** this strategy is used by applying a rule on word formation that may not apply for the intended word. For example, the speaker may say ‘sciencer’ instead of ‘scientist’.

- e. **Use of non-linguistic means:** such as gestures and facial expressions.
- f. **Literal translation:** when there is a certain idiom or proverb, the L2 speakers tend to translate it literally since they may not have the cultural knowledge to know the matching proverb in the target language.
- g. **Foreignizing:** this strategy is used by using an L1 word with adding a suffix to it that makes it look like English.
- h. **Code switching:** this includes the use of an L1 word in the L2 conversation.
- i. **Appeal for help:** in this strategy, the speaker seeks help from the interlocutor, directly or indirectly, to complete the communication.

2.4.1.3 Stalling or Time Gaining Strategies

This category includes one strategy only in this taxonomy, which includes the use of fillers or hesitation devices to fill the pauses and gain some time to find the appropriate word that can complete the communication successfully.

2.4.2 Dörnyei and Scott Communication Strategies' Taxonomy

This research adopts the taxonomy of Dörnyei and Scott taxonomy (1995a, 1995b), which classifies the strategies on the manner bases. In other words, it shows the strategies based on the way they solve the problem of communication and make the conversation move smoothly and successfully. This taxonomy includes three main manners: direct, indirect, and interactional strategies.

2.4.2.1 Direct Strategies

Direct strategies grant the speaker an alternative that helps them manage and control the conversation. In fact, this category includes all the traditional strategies in the literature. The direct strategies include eighteen strategies:

- 1. **Message abandonment:** which means keeping the meaning unfinished due to linguistic challenges.

2. **Message reduction:** the speaker tries to avoid talking about certain topics that may lead to any linguistic challenges.
3. **Message replacement:** the speaker here gives another message instead of the original one when feeling the original one may not be expressed successfully due to a language challenge.
4. **Circumlocution:** when the speaker is unable to know the meaning of a certain object, he/she tends to describe it by saying words or giving an example. For instance, the speaker may say 'the place where you study' instead of 'university'.
5. **Approximation:** this strategy is used by speakers when they don't find the exact word. In this way, they use a near word that may match with the meaning. For instance, the speaker may say 'eat' instead of 'taste'.
6. **Use of all-purpose words:** this strategy is used by extending the meaning of one word to other meanings to fill any word missing from the conversation (Ex. using 'thing' for any missing word).
7. **Word-coinage:** this strategy is used by applying a rule on word formation that may not apply for the intended word. For example, the speaker may say 'sciencer' instead of 'scientist'.
8. **Restructuring:** this strategy is usually used when the speaker is unable to execute the verbal plan due to some language difficulties. Instead, they leave the utterances unfinished and focus on communicating the intended message using a different plan.
9. **Literal translation:** when there is a certain idiom or proverb, the L2 speakers tend to translate it literally since they may not have the cultural knowledge to know the matching proverb in the target language.

10. **Foreignizing:** this strategy is used by using an L1 word with adding a suffix to it that makes it look like English
11. **Code switching:** this includes the use of an L1 word in the L2 conversation.
12. **Using similar sound words:** this strategy compensates the lexical item which is not clear for the speaker. In this way, they use a similar word that has similar sounds (Eg. 'cap' instead of 'map').
13. **Mumbling:** it refers to the swallow or mutter of a certain word. This usually happens when the speaker is not certain about a word form.
14. **Omission:** it refers to leaving a gap between two words when the missing word is not known in order to continue the conversation rather than stop it.
15. **Retrieval:** the speaker here tries to say several forms of a word till reaching the correct one (Eg. I goed....., I wented,I went home).
16. **Mime:** it refers to the use of a non-verbal means such as gestures or facial expressions to complete the message.
17. **Own-performance problem-related strategies:** these strategies include rephrasing a term previously said by adding some other words (Ex. as I said, Like what I said before). This also includes self-repair by restating the same sentence to correct the mistake made by the speaker.
18. **Other-performance problem-related strategies:** this includes correcting the speech of the interlocutor.

2.4.2.2 Indirect Strategies

These strategies are not techniques for solving linguistic scaffolding or problem solving devices. Rather, they include strategies that help the speaker gain some time during the conversation. They also include helping both the speaker and interlocutor. Therefore, they do not give alternatives for the used structures and vocabulary. Rather,

they make the speakers deal with the conversation easily by facilitating the communication to run smoothly even if any challenges are faced. For instance, the speakers may use some ‘fillers’ to gain some time till they find the idea they want to discuss or the exact word needed for completing the conversation. Because of their importance in carrying the conversation on, they are considered as ‘communication strategies’ in Dörnyei and Scott’s taxonomy (1995a; 1995b) unlike the other traditional taxonomies. The indirect strategies include four main strategies.

A. Processing time pressure- related strategies:

This category includes two main strategies: using fillers to fill the pauses while thinking and ‘repetitions’, in which the speaker repeats the sentences said by the other speaker to gain time.

B. Own-performance problem-related strategies:

This category includes ‘verbal strategies markers’. Here, the speaker repeats certain sentences to show the interlocutor that he/she does not know the meaning of the word (Ex. as you can see in this photo, *I don’t know the name of this animal in English* It is a kind of bird)

C. Other-performance problem-related strategies:

This category includes ‘foreignizing understanding’ strategy, in which the speaker carries on the conversation pretending he/she understands it fully.

2.4.2.3 Interactional Strategies

The last category of Dörnyei and Scott taxonomy (1995a,1995b) is the interactional strategies, in which the speakers use trouble-shooting exchanges cooperatively. Hence, the mutual understanding between the speaker and the interlocutor represents a remarkable function for achieving the goals of the conversation.

A. Resource deficit-related strategies: this category includes one strategy, which is ‘appealing for help’, in which the speaker asks the interlocutor for help, directly (Ex. what is the meaning of?) or indirectly (Ex. eye contact).

B. Own-performance problem-relates strategies: here, the speaker uses one of these two strategies: ‘comprehension check’ to make sure the interlocutor has got the message, and ‘own accuracy check’ which includes restating the sentences said before to make them grammatically correct.

C. Other-performance problem-related strategies: this category includes seven strategies that help the speaker carry on the communication successfully.

- **Asking for repetition:** by asking the interlocutor for repetition.
- **Asking for clarification:** through requesting an explanation for unknown words.
- **Asking for confirmation:** in which the speaker asks the interlocutor for confirmation of their understanding
- **Guessing:** by continuing the communication and guessing the meaning instead of interrupting it.
- **Expressing non understanding:** this is used to express the inability of the speaker to gain the meaning. It can be done verbally or nonverbally.
- **Interpretive summary:** the speaker here tries to paraphrase the meaning of the idea expressed earlier by the interlocutor to make sure of the idea being said.
- **Responses:** this includes several kinds of strategies, such as: responses repetition, response repairer, response confirmation, response rephrasing, and response expansion.

2.5 Related Studies

After examining the basics of ‘Communication Strategies’ in the related literature in terms of definitions, kinds, and taxonomies, the related studies in the literature were read thoroughly. This included the studies that were conducted in contexts similar to this study. Therefore, the following section reviews some studies about ‘communication strategies’ among L2 speakers. This includes both Arab and non-Arab participants. They also include studies that focus on the role of gender and proficiency level in the use of CSs.

2.5.1 Related Studies for Communication Strategies among Arab Students

The recent literature includes several studies about the communication strategies used by Arab students when speaking English.

Al Alawi (2015) conducted a study about the CSs used by 60 Arab university students in Oman. The results indicated that there are a variety of communication strategies used by the participants. Furthermore, Al Alawi reported there is a significant relation between the proficiency level of the participants and their communication strategies. In detail, those who have a high proficiency level tend to use approximation and circumlocution strategies while communicating in English. On the other hand, those with lower proficiency levels tend to use avoidance strategies and L1-based strategies.

Another study was conducted Abu-Nawas (2012) about CSs used by 66 EFL university students at Zarka University in Jordan. The study used a qualitative research method, in which the students described some pictures and then were interviewed to talk about their CSs. The findings showed that the participants used a variety of Communication Strategies. Approximation and circumlocution strategies were more frequent in the

advanced level groups than the other groups. The low level group, on the other hand, used ‘code-switch’ and ‘literal translation’ strategies more than advanced level students. Considering the frequency of the applied strategies, the total strategies used by intermediate and low level students is lower. Low level students tend to use reduction strategies more than achievement strategies while the opposite was true for the proficient students.

One more study was conducted by Ugla et al. (2013) examined the same issue of communication strategies. It was done at Baghdad University and included 50 EFL Iraqi participants. The study used the quantitative research approach, in which they used a questionnaire based on Dörnyei and Scott’s taxonomy (1995). The results revealed that low proficiency students tend to use code-switching and self-repair intensively while the other direct communication strategies were moderately used. Furthermore, the students applied several indirect strategies moderately to compensate for their linguistic difficulties. This included using fillers, self-repetition, and feigning. On the other hand, the interactional strategies were asking for clarifications and direct appeal for help.

Hua et al (2012) conducted a study about Arab and Chinese students studying in an English medium of instruction (EMI) context in Malaysia. The study included twenty male university students aging between 20 and 25. Half of which have low proficiency while the others had high proficiency in English language. The study adopted mixed method data collection and analysis techniques. The data were collected using group discussion sessions and a self-report questionnaire. The results showed that the students used ten out of twelve communication strategies from the taxonomies of Tarone (1980), Faerch and Kasper (1983), and Willems (1987). The proficient students

tended to use more and different CSs compared to those with a low proficiency level in English language. The most frequently used CSs by the participants were ‘code-switching’ and ‘interlingual strategy’ while the least was ‘word coinage’.

2.5.2 Related Studies of Communication Strategies among Non-Arab Students

Examining CSs among non-Arab students, Mirzaei and Heidari (2012) conducted a qualitative study about CSs used by Iranian students in relation to two different aspects: fluency level and gender. The study included 50 students from Shahrekord University in Iran (20 males and 30 females). The participants first underwent a picture description task. The results revealed that the fluent participants applied more CSs rather than the non-fluent ones, especially: social-affective, meaning-negotiation, and fluency-oriented strategies to cope with the speaking problems. Furthermore, they used scanning and getting the gist strategies to cope with the listening problems. The non-fluent participants, on the other hand, implemented nonverbal and word oriented strategies to cope with the listening problems. Regarding the gender difference, male participants used ‘fluency-oriented’ and ‘meaning negotiation strategies’ in speaking as well as ‘getting the gist’ and ‘scanning strategies’ for listening more than the female participants. Nevertheless, female participants applied more ‘social affective strategies’ in speaking and ‘nonverbal’ and ‘word oriented’ strategies in listening more than males.

In another Iranian context study, Moazen et al (2016) examined the role of teaching communication strategies on the communication production of the participants. The study included two groups: control and experimental. Each group included 30 participants (15 males and 15 females). The results revealed that teaching communication strategies has a significant effect on the use of CSs to improve their

communication production. Furthermore, the study found that females tended to apply more CSs compared to males.

The related literature includes several studies that examined the most frequent communication strategies while speaking English. A related study examined communication strategies by EFL Indonesian learners. One remarkable study was conducted by Komariah et al (2020) on 20 EFL students. The study was conducted on three speaking activities: discussion, presentation, and simulation. The results showed that there are 12 CSs implemented by the students, and the most frequent ones were ‘self-repair’ (36.2%), ‘fillers’ (25.5%), and ‘code-switching’ (11.8%). On the other hand, the least common strategy was ‘foreignizing’ (0.4%).

Another study was conducted in a similar context in Indonesia by Ardianto (2016), which included four participants at the English Education Department. The students underwent a recorded picture description test. The results showed that the participants applied the thirteen strategies when speaking English (Message abandonment, topic avoidance, circumlocution, approximation, word coinage, literal translation, use of all-purpose words, code switching, use of fillers, self-repair, direct appeal for help, and self-repetition).

Pornpibul (2013) investigated the CSs used by 200 undergraduate Thai students. The study included a questionnaire, videotaping for tasks, observation, and retrospective interviews. The results revealed that participants tend to use appealing strategies when facing communication problems. Furthermore, all the participants used the following strategies regardless of their proficiency level: guessing, circumlocution, lowering anxiety by smiling, word coinage, avoidance, and typing new words with uncertainty.

Furthermore, low proficient students used avoidance and code-switching strategies more than the proficient participants. The choice of the CSs was affected by the perception of the speaker about the listener, the task types, and the problematic vocabulary.

Yaman et al (2013) also examined the CSs in another EFL context. They conducted a study that included 291 Turkish students at Mersin University. The study found that the most preferred strategies for the students are ‘negotiation for meaning’, ‘getting the gist’, and ‘compensatory’ strategies. The study also found that female participants tend to use more varied strategies than males. This study is against the results of Huang (2010) who conducted a study at Lunghwa University in Taiwan. The results found that gender or proficiency level has no significant effect on the use of communication strategies. Rather, the study found that there are two main factors that affect the type of CSs used: frequency of English speaking outside the classroom and motivation for speaking English. This could be due to the fact that those who have more chances and are eager to talk outside the EFL classes (Ex. with foreigners) tend to use more communication strategies.

An important study related to the context of Eastern Mediterranean University (EMU) was conducted by Najjari (2016), which examined the oral communication strategies (OCSs) by international students and its relation to their ethnic backgrounds, and gender. The participants were 32 English language teaching graduate (master's and PhD) from different countries. A mixed method approach was followed by using the Oral Communication Strategy Inventory of Nakatani, and the oral communication task for the quantitative research. Furthermore, Najjari used semi-structured interview along with observation and the researcher's field notes to resemble qualitative data.

The findings revealed that there are frequent strategies for each skill; for speaking, there were: ‘social affective, negotiation for meaning’. However, for listening strategies, there were ‘negotiation for meaning while listening’ and ‘nonverbal strategies while listening’. The result also revealed that there is no relation between the nationality of the student and the chosen strategy. On the other hand, there was a significant relation between gender and the frequency of the used strategies; in other words, females have a higher mean than males.

The last study in this literature review was done by OK (2003), which examined the use of CSs among secondary students in South Korea. The study included 163 males and 162 female participants. The results revealed that the participants in general use CSs moderately, which may be due to their low experience of practicing English since they are secondary school students. They used compensation strategies the most and effective strategies the least. Moreover, females used the tested CSs more than the males. In general, the study found that gender, school year, and proficiency level play a significant role in the kinds of CSs.

2.6 Summary

As a summary, this chapter starts with reviewing the main definitions of the communication strategies (CSs). It then examines two taxonomies, traditional and extended. This study adopts the extended one, in which all the strategies are taken as tools for improving communication, even if they are nonverbal ones. Furthermore, the aforementioned studies have shown that there is a significant relation between the level of proficiency and CSs. The studies that included the Arab participants showed the use of a variety of strategies used by the participants in their context. The EFL Arab participants tend to use indirect strategies, such as fillers and self-repetition while the

advanced leveled students use approximation and circumlocution more. In addition, females tend to use CSs more than males.

Throughout these studies, it is apparent that the studies have covered the Arab students in their countries. In other words, they examine the CSs of the Arab students in an EFL context. There is also one study that examines the CSs of Arab students in a Malaysian university, where the students use English as a second language, since Malaysia uses is from the outer-circle countries in speaking English. Hence, there is a need for a study to examine the CSs of the Arab students in a context where they speak English as a medium of instruction (EMI) in a context that does not use English as a first or second language. At the same time, this context should not use Arabic as a first language, which makes the students need to use English in their study and outside the campus, where they communicate with residents, whose English may not be perfect since they speak it as a foreign language and Turkish as a first language.

Chapter 3

RESEARCH METHODOLOGY

3.1 Presentation

This chapter presents the research methodology adopted in this study. It starts with the research method approach and its rationale. After that, it shows the research tools used in the study. Then, it presents the context and participants.

3.2 Research Methodology

The current study aims to investigate the Communication Strategies (CSs) adopted by the Arab students at the Eastern Mediterranean University (EMU) in their communication in English.

Towards this end, this study adopts the quantitative research approach, which is defined as the research that examines and explains a certain phenomenon through collecting numerical data, analyzing it, and getting its results (Creswell, 2017). Sokamolson (2007) considers that quantitative research is the “numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.”

In detail, quantitative research enables the researchers to obtain numerical data with a large quantity that can reflect the real world in order to describe it and then find solutions for the examined problems (Sukamolson, 2007; p. 56).

In the context of this study, the use of the quantitative research at this stage helps in investigating the Communication Strategies CSs adopted by the Arab students. In other words, adopting this methodology definitely enables the researcher to obtain information about CSs from a wide number of Arab students at EMU. In this way, the study can be enriched and reflect the real situation of the adopted CSs.

Therefore, the study adopted the quantitative research approach in data collection since it used a questionnaire. It also adopted the mixed method approach when analyzing the data through T-test, cross tab, and ANOVA analysis.

This study is considered a case study since it targets a certain group of people in a certain context. Case studies attempt to investigate the success and failure reasons in a certain case due to a specific cause (Bouma & Atkinson, 1995; p. 110).

Moreover, the choice of case study can help in finding the relationships between certain phenomena and the special characteristics of a certain group of participants in a fixed context. Thus, choosing the Arab students as a community enables the study to find the preferred communication strategies adopted by the targeted community in order to find what their preferences are.

Consequently, the educational staff can take the results as a guidance to emphasize the preferred CSs by Arab students when learning English at the School of Foreign Languages SFL at EMU. The choice of Arab students as a community can help in finding any different strategies adopted and their relation to their language proficiency.

3.3 Research Context

The present study is a case study of Arab students at the Eastern Mediterranean University in Famagusta City in the Turkish Republic of North Cyprus. This country is situated in the northern part of Cyprus Island, which is in the eastern part of the Mediterranean Sea. It has five more main cities: Lefkosa (the capital city), Famagusta, Girne, Guzelyurt, and Lefke. It has several universities, such as Eastern Mediterranean University (EMU), Near East University (NEU), Cyprus International University (CIU), and many others. This has made it a multicultural country with a wide variety of international students who come there seeking for a high quality of education.

This study was administered at the Eastern Mediterranean University (EMU), which is a governmental university that is ranked among the best 800-1000 universities according to the Times Higher Education (THE). It offers a variety of programs in different faculties: medicine, pharmacy, art and science, engineering, tourism, communication, and education. The university also offers a variety of education levels: associate, undergraduate, master, and PhD degrees. (See EMU website <https://www.emu.edu.tr/en/programs/695>)

Most of the programs in the stated faculties are taught in English language, and it includes international students originating from numerous countries: North Cyprus, Turkey, Iran, Russia, Nigeria, Cameron, Pakistan, and many others. Furthermore, there is a good proportion of the university population coming from Arab countries, such as Syria, Lebanon, Jordan, Palestine, Iraq, Egypt, Sudan, Libya, Algeria, Morocco, Mauritania, Saudi Arabia, United Arab Emirates, Qatar, and Oman.

3.4 Population and Sampling

In total, there are 21 Arab countries distributed in the Middle East and North Africa. Although the Arab world uses Arabic as a first language, there are other ethnicities living there, such as Kurds, Berbers, and Africans. Those usually speak their ethnical language as a mother tongue. Therefore, defining the number of Arab students at EMU may not be completely accurate.

To define the sample that needs to be targeted in this study, I adopted Yamane's work (1967) of defining the sample size of the population, which states 100 participants are enough to represent a population that ranges between 10,000 and 100,000 when the precision is 10%. Since the whole population of EMU, including all the national and international students, is around 18,000, the study decided to have 100 participants that represent the Arab society at EMU.

Moreover, this study used random sampling as a technique for data collection. Random sampling gives each participant an equal chance of being selected for the study, which avoids any expected bias. Furthermore, it grants the study a credit in having a population that has the same characteristics that represent the whole population (Salkind, 2011).

3.5 Participants

This study targets the Arab students at the Eastern Mediterranean University. In total, the university has a population of 17,500 students from 95 countries. Therefore, the study surveyed the opinion of 102 Arab students at the Eastern Mediterranean University. Table 1 shows the numbers of the participants in relation to their gender.

Table 1: The participants' gender

Gender	Number	Percentage
Females	41	59.8%
Males	61	40.2%

The participants belong to different faculties at EMU: architecture, art and sciences, business and economics, communication and media studies, dentistry, education, engineering, health science, law, medicine, pharmacy, and tourism this will be detailed in Table 2.

Table 2: The participants' departments

Department	Frequency	Percentage
Industrial Engineering	5	4.9
English Language Teaching	3	2.9
Architecture	7	6.9
Mechanical Engineering	8	7.8
International Relations	2	2.0
Biomedical Engineering	5	4.9
Business Administration	23	22.5
Visual art	4	3.9
Information Technology	4	3.9
Communication and Media Studies	1	1.0
Electrical and Electronic Engineering	3	2.9
Mechatronics Engineering	8	7.8
Computer Sciences	1	1.0
Banking and Finance	6	5.9
Management Information Systems	3	2.9
Civil Engineering	9	8.8
Software Engineering	1	1.0
Chemistry	2	2.0
Mathematics	3	2.9
Marketing	1	1.0
Dentistry	1	1.0
Tourism	1	1.0
Pharmacy	1	1.0

As for the education stage of the students, they were from three different categories: undergraduates, masters, and PhD. The participants' educational stage, number, and percentage is in Table 3.

Table 3: The participants' educational program.

Educational stage	Frequency	Percentage
BA	59	57.8
MA	30	29.4
PhD	13	12.7

Table 4 summarizes the nationality of the participants who were from different Arab countries, such as Palestine, Syria, Jordan, Egypt, Sudan, Libya, Iraq, Morocco, and Yemen.

Table 4: The participants' nationality

Nationality	Frequency	Percentage
Libyan	15	14.7
Yemeni	5	4.9
Syrian	7	6.9
Sudanese	5	4.9
Mauritanian	2	2.0
Palestinian	20	19.6
Jordanian	32	31.4
Moroccan	9	8.8
Egyptian	5	4.9
Iraqi	1	1.0
Lebanese	1	1.0

Furthermore, the proficiency level of the participants was divided according to the Common European Framework of Reference for Languages (CEFR)(2001), which includes three main categories: basic, Independent, and proficient. In (Table 5) the participants' level of proficiency is included in addition to their number and percentage. To categorize the participants, I had many options. The first one was have

an oral test for the participants before filling the questionnaire and categorize them accordingly. Although it was a good way of knowing the real level of the students, it was not possible due to the COVID 19 circumstances. The other option was to use their education level, such as BA, MA, or PHD. This categorization is not convenient since being a PhD student does not guarantee that the student's English is better than the one in the BA Program. The last option was to use the participants' self-evaluation about their English language as well as their previous English exam results, such as IELTS, TOEFL, EMU Proficiency, etc.

Table 5: The participants' proficiency level.

Proficiency level	Number	Percentage
Proficient	30	29.4%
Independent	60	58.8%
Basic	12	11.7%

This classification comes from the condition of EMU for enrollment, which either asks the students to have an international exam certificate, like IELTS, TOFEL or sit for the EMU proficiency exam before the academic year starts. Those who apply for an exemption from the English proficiency exam should have a certain score in IELTS or TOEFL based on their program.

In this classification, the departments were divided into three categories: category 'A' requires minimally 50% in EMU proficiency exam. This category includes programs, such as: engineering, and economics. Category 'B' students are required to minimally score 60% in the EMU proficiency exam, and the programs of this category are: psychology, and English language teaching. Lastly, category 'C' students need minimally 70%. This includes dentistry and medicine programs. The equivalent of these scores in the international English exams is in Table 6.

Table 6: International exams equivalent to EMU proficiency exam

	50% in EMU Proficiency Exam	60% in EMU Proficiency Exam	70% in EMU Proficiency Exam
IELTS	5.0	5.5	6.0
TOEFL	60	65	72
SAT	420	430	440

3.6 Data Collection Tools

This research collects data through an online questionnaire (see Appendix A). Questionnaires are useful tools in collecting data. The structure of all questionnaires follows a series of questions which is arranged to get information about the attitude and opinions of people. Also in some cases questions seek answers of what people think about a particular or issue.

The questionnaire was adopted from Zhao and Intaraprasert (2013), who designed the questionnaire from the communication strategies previous works of Dörnyei and Scott (1997), Mariani (2010), Nakatani, (2006), and Somsai and Inatarprasert (2011). The questionnaire was piloted by the original authors to prove that the reliability estimate of Alpha Coefficient (α) or Cronbach Alpha for the overall communication strategies was .84, which means it is reliable to be used in this study.

The questionnaire is divided into four parts: 14 questions were presented as the demographics which are independent variables (age, gender, country, program, study year, level of study, and proficiency level), 20 items of strategies for coping with communication problems (CCP), 10 items of strategies for understanding interlocutor's messages (UIM), and 5 items of strategies for carrying on the conversation as intended (CCI).

In the first part of the questionnaire, which focuses on the strategies of coping with communication problems (CCP), the examined strategies are as follows: ‘approximation’, ‘self-repair’, ‘code-switching’, ‘responses repeating’, ‘stalling’, ‘interlanguage strategies (thinking in L1)’, ‘asking for confirmation’, ‘appealing for help/ assistance’, ‘non-linguistic strategies’, and ‘word coinage’.

In the second part of the questionnaire, which focuses on understanding the interlocutor’s message (UIM), the examined strategies are the following: ‘asking for repetition’, ‘simplification’, ‘asking for clarification’, ‘guessing’, ‘appealing for assistance’, ‘literal-translation’, and ‘non-linguistic strategies’.

The last part of the questionnaire, which focuses on continuing the conversation as intended (CCI), examined the ‘psychological status’ of the participants that leads to speaking anxiety as well as ‘foreignizing strategy’.

The present study seeks to know what communication strategies used by Arab students at EMU use while speaking English. The study examines if those Arab students tend to use certain CSs relating to their gender and proficiency level.

The questionnaire was translated into Arabic using the Translation and back translation (Appendix B). The purpose of using this technique is to assure that the participants truly know Arabic well. Furthermore, it helps in making it easier for them to express themselves and avoid any misunderstanding when responding to the questions, especially with those who have a basic level of English proficiency.

The translation was done with two different translators who are proficient in both languages. The first translator was handed the English version to translate it into Arabic. Then, the second one was given the Arabic version to translate it into English again. Then, the original and resulting English versions were compared by an English language expert who confirmed that the ideas given in the questionnaires are identical.

3.7 Data Collection Procedures

This study was conducted in the spring semester of the academic year 2020-2021. In fact, that semester was an exceptional one since the classes were not given in the traditional way of education. In other words, the university decided to hold the classes online due to the COVID 19 Pandemic, which made EMU take a decision of turning to the online mode since the outbreak of the pandemic in March 2019. Hence, the students were approached online via Microsoft Teams. The questionnaire was designed on Google Forms.

The students were first approached online and were asked to fill the questionnaire. Their voluntary participation was clarified to them from the very beginning and their right to withdraw at any time of the study. The participants were also informed about the purpose of the study and the confidentiality of their information, which will be used for the research purposes only.

3.8 Data Analysis

Data analysis is an essential part of the study since it includes examining the data collected from the participants in order to elicit the results and reveal them in the study. After collecting the data, the responses were analyzed using SPSS software program (20.0 version). The responses were entered in the program and then the analysis was done using a variety of analysis tools since this study adopts the ‘mixed method

analysis approach'. These analysis tools are: frequencies, descriptive analysis, t-test, ANOVA, and Cross Tab.

The frequencies show the percentages of responses in each item while the descriptive analysis gives the mean and standard deviation. These were analyzed to answer the first question of the research in finding the most common CSs among the Arab students.

As for the other analyses, they were used to answer the second and third research questions. The t-test was used to find any significant difference between males and females in the responses of the participants. Then, these differences were thoroughly examined by the 'Cross Tab', which shows the number of responses of each group in order to figure out the distribution of responses among the other independent factors.

As for the ANOVA test, it was used to find the significant difference among the participants based on their language proficiency. Then, the items that showed a positive correlation with less than .05 were examined using the 'Cross Tab'.

3.9 Summary

This chapter previewed the research methodology adopted by this study for the data collection and analysis. It also presents information about the adopted questionnaire, background information of the participants, data collection procedures, and data analysis. The results of this chapter resemble the essence of the following one since they preview the major results of this study.

Chapter 4

ANALYSIS AND FINDINGS

4.1 Introduction

This chapter mainly considers the analysis of the research data in the shadows of our research questions, the most frequent communication strategies used by Arab students when speaking English, any gender difference in using English communication strategies, and any relation between the English proficiency level and the chosen communication strategies among the Arab students.

To answer the first question I analyzed the data according to the descriptive analysis and frequency percentage of all the examined strategies in the questionnaire. The second question will be answered by the T-test analysis, and the last question will be answered by cross tapping analysis.

4.2.1 RQ1: Most Frequent Communication Strategies among Arab Students

The first main purpose of this study is to view the most frequent CSs used by the participants. Towards this end, the researcher analyzed the data using the SPSS (20.0 version) software. The used analysis included frequencies, which gives the percentages of the choices of each option for the participants. Furthermore, the study implemented the descriptive analysis, which gives the mean and standard deviation.

The ‘mean’ is the sum of all the valued divided by the number of responses. It shows the average of the responses of the participants to general orientation of the whole

population. Regarding the ‘standard deviation (SD)’, it shows how homogeneous or heterogeneous the responses are. In other words, the higher the SD is, the more heterogeneous the responses are.

Measuring the frequency can be done in many ways such as measuring the percentage of the questionnaire columns, ‘always/ almost always, often, sometimes, never’. Since the two categories ‘often’ and ‘always/almost always’ indicate that the strategy is mainly used by the participants, the percentages of these two choices were added together to figure out the most frequent strategies among the Arab students. According to this classification the data is divided into three categories: high, moderate, and low.

In detail, the strategies that were reported to be ‘often’ used or ‘almost always/always’ used by 50% or more of the participants are considered to be categorized as ‘high’. The strategies that were ‘often’ or ‘almost always/always’ used by the 25-49% of the participants were considered to be ‘moderate’. The CSs that were ‘often’ or ‘almost always/always’ used by less than 25% of the participants are considered to be categorized as ‘low’.

4.2.1.1 Strategies to Cope with Communication Problems (CCP)

The first section in the questionnaire covers coping with communication problems (CCP), which include twenty questions about different CSs. The participants tend to use several coping strategies to solve any problems while communicating in English as a second language. The results revealed that Arab student frequently used four strategies out of twenty. The highest strategies of this category that were frequent among the Arab students were as follows: ‘asking the interlocutor to confirm the meaning’ with (60.8%), ‘using familiar phrases’ with (58.8%), ‘using simple expressions’ with (52.0%), and ‘correcting their performance’ with (51.9%).

In other words, the most frequent CSs were those that depend on the speaker (three strategies) with only one strategy being an interactional one and requires a cooperation from the interlocutor through confirming the meaning (Table 7).

The mean of each of the strategies reflects the average of the responses of the participants. In general, the mean of the strategies is over 2 (11 strategies), which reflects that the mean of the responses is between sometimes and often. There are some other strategies that are less than two (between 1.42 and 1.99), which means the responses are between never and sometimes.

Table 7: Strategies for coping with communication problems result.

CCP						
	Never	Sometimes	Often	Always/ almost always	Mean	SD
Using synonym or antonym	13.7	52	28.4	5.9	2.62	0.76
Using familiar words, phrases or sentences	14.7	26.5	40.2	18.6	2.62	0.95
Correcting one's own pronunciation, grammar and lexical mistakes	18.6	38.2	30.4	12.7	2.37	0.93

Speaking Arabic instead when one doesn't know how to say in English	52.9	32.4	10.8	3.9	1.65	0.82
Using simple expression	16.7	31.4	41.2	10.8	2.46	0.86
Using nonverbal language such as body language	20.6	52.9	15.7	10.8	2.16	0.87
Spelling or writing out the intended words, phrases, or sentences	41.2	40.2	15.7	2.9	1.80	0.80
Referring to objects or materials	24.5	50.0	22.5	2.9	2.03	0.76
Repeating what the interlocutor has just said	30.4	52.9	13.7	2.9	1.89	0.74
Speaking more slowly to gain time to think	34.3	39.2	19.6	6.9	1.99	0.90
Correcting the incorrect and inappropriate utterances by yourself	11.8	36.3	39.2	12.7	2.52	0.86

Thinking in Arabic before speaking	29.4	42.2	16.7	11.8	2.10	0.96
Thinking first of a sentence one already knows in English and then trying to change it to fit the situation	30.4	39.2	19.6	10.8	2.10	0.96
Asking the interlocutor to confirm that one's made oneself understood	5.9	33.3	28.4	32.4	2.87	0.94
Appealing help from the interlocutor either verbally or non-verbally	46.1	39.2	11.8	2.9	1.71	0.78
Referring to mobile phone dictionary or another type of document	37.3	45.1	16.7	1.0	1.81	0.74
Drawing a picture	71.6	16.7	9.8	2.0	1.42	0.75
Appealing for assistance from other people around	45.1	43.1	8.8	2.9	1.69	0.75

Making use of expressions found in some sources of media (e.g. movies or songs)	20.6	40.2	22.5	16.7	2.35	0.99
Making up a new word in order to communicate a desired concept (Word-coinage)	55.9	24.5	15.7	3.9	1.67	0.88

As for the second category of the most frequent strategies (moderate), the results have shown that the participants tend to use the following strategies in moderate percentages: ‘correcting their grammar/ pronunciation’ (42.1%), ‘using expressions from media’ (39.2%), ‘using synonyms/antonyms’ (34.3%), ‘thinking of familiar sentences and adapting them’ (30.4%), ‘thinking in Arabic’ (28.5%), ‘using body language’ (26.5%), ‘speaking slowly to gain time’ (26.5%), ‘referring to objects’ (25.4%).

These results also show that the Arab participants tend to depend on themselves when communicating in English rather than the interlocutor or other people around. In other words, they use ‘self-repairing’, ‘circumlocution’, ‘nonverbal strategies’, and ‘fillers’ as strategies for coping with communication problems.

Regarding the least frequently used strategies by Arab students at EMU, the results revealed that the participants tend to use: ‘word coinage’ (19.6%), ‘spelling the intend

word' (18.6%), 'referring to mobile dictionary' (17.7%) 'referring to the interlocutor has just said' (16.6%), 'speaking in Arabic when they lack the knowledge' (14.7%), 'appealing help from the interlocutor' (14.7%), 'appealing assistance from others' (12.7%), and 'drawing a picture' (11.8%).

Examining the results in this part of the questionnaire, it is obvious that all the responses have a standard deviation that is less than 1. The rule states that the responses of the participants are homogenous. The range of SD varied between 0.99 and 0.74. In other words, the participants had responses that are similar to each other rather than heterogeneous ones.

4.2.1.2 Strategies to Understand the Interlocutor's Message (UIM)

The second part in the questionnaire covers the part of strategies to understand the interlocutor's message (UIM). The questionnaire contains ten questions about the strategies used to understand what the other speaker is saying (Table 8). In this category, there was only one strategy that can be considered as a most frequently used strategy, which is 'noticing the interlocutor's facial expressions' (53.9%). This again shows that the Arab speakers tend to use an 'achievement strategy' that includes using a non-linguistic means of communication.

In this part of the questionnaire, the mean of the responses is mainly less than 2 (between 1.41 and 1.85) except for the second and last strategies (2.11 and 2.36 respectively), which reflects that the responses are between 'never' and 'sometimes'.

Table 8: Strategies for understanding the interlocutor's message result

UIM	Never	Sometimes	Often	Always/ Almost Always	Mean	S.D.
Asking the interlocutor to slow down	43.1	48.0	7.8	1.0	1.66	0.66
Asking the interlocutor for a repetition	10.8	68.6	18.6	2.0	2.11	0.60
Asking the interlocutor to simplify the language	52.9	28.4	15.7	2.9	1.68	0.84
Asking the interlocutor to write out the key word	69.6	19.6	10.8	0	1.41	0.68
Asking the interlocutor to give an example	33.3	51.0	12.7	2.9	1.85	0.74
Trying to catch the interlocutor's main point	19.6	38.2	28.4	13.7	2.36	0.95
Appealing for assistance from other people around	45.1	41.2	11.8	2.0	1.70	0.75
Guessing the meaning of what the interlocutor has said	20.6	44.1	24.5	10.8	2.25	0.90
Trying to translate into Arabic little by little to understand what the interlocutor has said	42.2	38.2	16.7	2.9	1.80	0.82
Noticing the interlocutor's	18.6	27.5	39.2	14.7	2.50	0.96

As for the ‘moderate’ category of this part of the questionnaire, there are two main strategies: ‘trying to catch the interlocutor’s main point’, and (42.1%), and ‘guessing the meaning’ (35.3%). The former is classified as an ‘approximation’, which is a direct strategy. On the other hand, the latter strategy is an interactional strategy related to ‘other performance problem related strategies’.

The ‘low category’ of the strategies used by the participants includes seven strategies: ‘asking for repetition’ (20.6%), ‘trying to translate to Arabic to understand’ (19.6%), ‘asking for language simplification’ (18.6%), ‘asking for example’ (15.6%), ‘appealing for assistance from others’ (13.8%), and ‘asking to slow down’ (8.8%). This indicates that the Arab students tend to use ‘appeals for help’ and ‘code-switching’ strategies. In other words, the participants tend not to ask for assistance from the others while communicating in English.

The standard deviation of the responses in this part of the study also shows that the responses of the participants are homogenous. It can be seen that the S.D. of the responses vary between 0.60 and 0.96. The less the number is, the more the homogenous the responses are.

4.2.1.3 Strategies to Carry on the Conversation as Intended (CCI)

The third part of the questionnaire covers the strategies to carry on the conversation as intended (CCI), which contains five communication strategies. Unlike the previous parts of the questionnaire, most of the strategies here were the most frequently used among the participants.

The highest strategy is ‘trying to enjoy the conversation’ (75.5%) followed by ‘feeling alright for taking risks’ (75.5%). Then comes ‘sending continuation signals’ (61.8%) and ‘feeling alright if the conversation doesn’t go smoothly’ (54.9%). The only skill that was categorized as a ‘moderately used strategy’ was ‘responding despite an imperfect understanding’ (45.1%) (Table 9).

The results here show that the participants feel confident when communicating in English. In other words, they have low anxiety in their performance while speaking English. Furthermore, the Arab students use non-linguistic means while speaking.

The ‘mean’ of the last part of the questionnaire is over 2 in all of the strategies, which represents a positive response of the majority of the participants in carrying on the conversation as intended. The ‘mean’ varied between 2.28 and 2.94, which means the average of the responses was between sometimes and often.

Furthermore, the standard deviation of the responses vary between 0.84 and 0.96, which indicates that the responses of the participants are homogenous since they are all less than 1.

Table 9: Strategies to carry on the conversation as tended results

(CCI)						
	Never	Sometimes	Often	Always/Almost Always	Mean	Standard Deviation
1.Trying to enjoy the conversation	14.7	29.4	36.3	19.6	2.6	0.96

2.Sending continuation signals to show one's understanding	8.8	29.4	40.2	21.6	2.74	0.89
3.Feeling all right for taking risks while speaking	6.9	17.6	50.0	25.5	2.94	0.84
4.Feeling alright if the conversation does not go smoothly by keeping talking	14.7	30.4	42.2	12.7	2.52	0.89
5.Responding to the interlocutor despite an imperfect understanding of the message	25.5	29.4	36.3	8.8	2.28	0.94

4.2.2 RQ2: Communication Strategies and Gender

Answering the second question of the research, “Is there any gender difference in using English communication strategies?” I examined the data according to the T-test analysis to see if there is a relation between the gender of the participants and their choice of certain communication strategies. The analysis was done using the t-test analysis on SPSS (20.0 version) The general rule says there is a significant relationship between the independent factor ‘gender’ and dependent factor ‘communication strategies’ in the t-test analysis if the p is .05 or less.

When applying this rule on the analysis of gender and communication strategies, it was found that there are six CSs that significantly differ between males and females: four strategies related to CCP and two related to the UIM. On the other hand, there was no significant difference between males and females in the last part of the questionnaire ‘Strategies to Carry on the Conversation as Intended’ (CCI).

The t-test showed there is a significant difference in the use of CSs among males and females, but there was a need for knowing who overlapped the other. Therefore, I used ‘crosstabs’ analysis, which is another type of contingency table. Crosstabs provides us with a table that shows how many members of each of the independent variables (males and females) responded to each of the answers of the dependent variable (never, sometimes, often, and always/almost always in the communication strategies).

4.2.2.1 Strategies of Coping with Communication Problems (CCP) and Gender

The gender base difference is in the following strategies: in the CCP part, ‘spelling or writing out the intended words’, ‘speaking more slowly to gain time to think’, ‘appealing help from the interlocutor either verbally or non- verbally’, ‘appealing for assistance from other people around’.

As for the Coping with Communication Problems, there was a significant difference in four strategies. In detail, females were more in favor of using ‘spelling or writing the intended words strategy’ with ‘53%’ for females and ‘32%’ for males and the p value was 0.046. Furthermore, females were more open to using the ‘speaking more slowly to gain time to think’ strategy with ‘41%’ for females and ‘29%’ for males with 0.032 for the p value.

As for applying the interactional strategies through requesting some sort of help from the interlocutor, the females also outraged the males in two strategies: ‘appealing help from the interlocutor verbally or nonverbally’ (56% for females and 39% for males) (P value= 0.032) and ‘appealing for assistance from other people’, in which the result was ‘56%’ for females and ‘37%’ for males (P value= 0.043). (Table 10)

Table 10: Coping with communication problems and gender

Strategy	P	Female	Male
Spelling/ writing the intended word	0.046	53%	32%
Speaking slowly to gain time	0.032	41%	29%
Appealing for help from the interlocutor	0.032	56%	39%
Appealing for assistance people around	0.043	56%	37%

4.2.2.2 Strategies to Understand the Interlocutor's Message (UIM) and Gender

The last two strategies that had a significant difference between males and females belong to Understanding the Interlocutor's Message (UIM). These strategies were significantly different among the genders. In other words, 'asking the interlocutor to slow down' was used by '60%' of the females while this percentage drops to half with males (31%) with 0.025 for P value.

On the other hand, the second strategy 'asking the interlocutor to simplify the language' had also a significant difference (0.051) between males and females. While it was a frequent strategy among '63%' of the female participants, only '45%' of the male participants used it to understand the message of the interlocutor and make the communication move smoothly. (Table 11)

Table 11: Understanding the interlocutor message and gender

Strategy	P	Female	Male
Asking the interlocutor to slow down	0.025	60%	31%
Asking the interlocutor to simplify	0.051	63%	45%

4.2.3 RQ3: Communication Strategies and Proficiency Level

The third question in this research 'Is there any relation between the English proficiency level and the chosen communication strategies among the Arab students?'

Answering this question, I examined the data on SPSS (20.0 version) software to see

if there is a relation between the proficiency level of the participants and their choice of certain communication strategies; therefore, each group has its preferred strategies. (Table 12)

Table 12: Proficiency level and communication strategies

Proficient	P	Percentage
Using simple expression	0.014	56.6%
Word-coinage	0.048	26.6%
Asking the interlocutor for example	0.022	16.6%
Asking the interlocutor to slowdown	0.011	10%
Independent	P	Percentage
Speaking slowly to gain time	0.000	28.3%
Asking the interlocutor for repetition	0.022	25%
Asking the interlocutor for example	0.022	16.6%
Basic	P	Percentage
Guessing	0.006	58.3%
Try to catch the main idea	0.042	58.3%
Responding despite the imperfect understanding	0.020	50%
Speaking Arabic instead	0.000	41.6%

The analysis was done using the ANOVA analysis. The general rule says there is a significant relationship between the independent factor ‘proficiency’ and the dependent factor ‘communication strategies’ in the ANOVA analysis if the p is .05 or less. As for the proficiency level of the participants, they were divided into three main categories: basic, independent, and proficient. This classification was elicited from the Common European Framework of Reference for Languages (CEFR) (2001).

Those whose level reached 9 or 10 were considered to be ‘proficient’, and the participants whose level was between 6 and 8 were ‘independent’ while those whose level was 5 or less were considered as ‘basic’. In total, there were 30 proficient, 60 independent, and 12 basic.

4.2.3.1 Strategies of Coping with Communication Problems (CCP) and Proficiency Level

Regarding the first part of the questionnaire ‘Strategies of Coping with Communication Problems (CCP)’, there were four strategies that contained a significant difference among the varied levels of proficiency: ‘speaking Arabic instead when one doesn’t know how to say it in English’ (.00), ‘using simple expressions’ (.014), ‘speaking more slowly’ (.00), and ‘making up a new word/word coinage’ (.048).

Taking a detailed look at significant strategies will explain the relation between the strategy kind and the students’ speaking proficiency level. This was done using the ‘cross tabs’ analysis to figure out how many participants answered each question and find out who tends to use each strategy the most or least.

In other words, crosstabs analysis provides us with a table that shows how many members of each of the independent variables (basic, independent, proficient) responded to each of the answers of the dependent variable (never, sometimes, often, and always/almost always in the communication strategies).

To start with ‘speaking Arabic instead when one doesn’t know how to say it in English’, the basic students used this strategy. The ‘crosstabs’ analysis showed that this strategy was mainly used with the participants with low proficiency levels. In other words, the basic group used this strategy (41.6%). 8.3% of the independent group, and 16.6% of the proficient students.

The second strategy in the CCP section was ‘using simple expressions’. The ANOVA test reveals that the more proficient the students were the higher their use of this strategy. The ‘crosstabs’ showed that the proficient group used this strategy with (56.6%) unlike the basic group who used it with (25%) where the independent group used it (55%). Hence, the increase in the proficiency level from basic to independent significantly affected the use of this strategy.

On the other hand, the ‘speaking more slowly to gain time to speak’ strategy has fluctuated data. It was mostly used by the independent group with (28.3%) unlike the basic and the proficient group who used it in the same amount (16.6%). In other words, the ‘independent group’ is preferred by those who have good command in English but are neither proficient nor basic.

‘Word coinage, making up new words’ strategy also has the same percentage with two groups. However, unlike the former strategy. It is used by the basic and the independent group with (16.6%), while the high percentage goes to the proficient group with (26.6%). Thus, this strategy seems to need a high level of proficiency to be applied among the speakers of L2.

4.2.3.2 Strategies to Understand the Interlocutor’s Message (UIM) and Proficiency Level

While in the UIM strategies there are five strategies that show a difference. They are: ‘asking the interlocutor to slow down’ (.011), ‘asking the interlocutor for a repetition’ (.035), ‘asking the interlocutor to give an example’ (.022), ‘trying to catch the interlocutor’s main point’ (.042), and ‘guessing the meaning of what the interlocutor has said’ (.006).

In detail, 'Asking the interlocutor to slow down' increases dramatically. The more proficient the students were, the more frequently they used this strategy. 8.3% of the basic and the independent groups used this strategy while this percentage slightly increased with the proficient level to reach 10%.

Another significant strategy was 'asking the interlocutor for a repetition', which seemed to be preferred by the independent group. In fact, this skill was slightly used by the basic group (8.3%), but it then tripled to (25%) with the independent level. Eventually, this percentage of frequency decreased with the proficient group to reach (16.6%).

'Asking the interlocutor to give an example' seems to be positively related with the increase of the proficiency level. In other words, the basic group used it (8.3%), which then doubled to reach 16.6% with both the independent and proficient levels.

The following strategy was more frequent compared to the previous ones. 'Trying to catch the interlocutor's main point' is a preferable strategy to the basic group of the participants and it was reported to be used with 58.3%. The increase in the proficiency level, however, plays a significant role in decreasing the dependence of the participants on it. In other words, 43.3% of the independent group used it while 33.3% of the proficient group used it.

This is similar to the following strategy 'guessing the meaning of what the interlocutor has said', which was more frequent among the basic participants. The results showed that 58.3% of the participants reported using it often, almost always, or always in their

communication. This percentage dramatically dropped to 35% with the independent group and 26.6% with the proficient participants.

4.2.3.3 Strategies to Carry on the Conversation as Intended (CCI) and Proficiency Level

Regarding the last part of the questionnaire ‘strategies to carry on the conversation as intended’, there was only one significant difference between the communication strategies and the proficiency level. This strategy is ‘responding to the interlocutor despite an imperfect understanding.

For this CS, the pattern of the analysis shows that the lower the linguistic competency is, the more frequent this strategy is used. In other words, 50% of the basic group used this strategy while this percentage slightly decreased with the independent group reaching 48.33%. Nevertheless, the frequency dropped by one-third with the proficient group to reach 36.6%.

4.3 Summary

This chapter summarized the analysis of the study data. I explained each research question result by details, where we saw the most frequent strategies among Arab student. This chapter also revealed the relation between the gender and certain type of strategies in addition to the proficiency level role in adapting certain communication strategies.

Chapter 5

RESULTS AND DISCUSSION

5.1 Introduction

This chapter presents the results of the current study. First, it starts with answering the research questions about the most frequent Communication Strategies CSs, gender differences in CSs, and the relation between CSs and proficiency levels of the participants. Then, it presents the major themes resulting from this study and the recommendations. After that, it gives the implications resulted from the study and future research suggestions for other researchers.

5.2 RQ 1: Most Frequent Communication Strategies

The first research question of this thesis is ‘What are the most frequent communication strategies used by Arab students when speaking English at EMU? ‘The results have shown that there are four frequent strategies used in ‘coping with communication problems (CCP), one in ‘understanding the interlocutor’s message (UIM)’, and four in ‘carrying on the conversation as intended (CCI)’ (Table 13).

Table 13: Most frequent strategies.

Strategy	Frequency	Mean	SD
1) Asking the interlocutor to confirm the meaning	60.80%	2.87	0.94
2) Using familiar expression	58.80%	2.62	0.95
3) Using simple expression	52.00%	2.46	0.86
4) Correcting their performance	51.90%	2.52	0.86
5) Noticing the interlocutor's facial expressions	53.90%	2.50	0.96
6) Trying to enjoy the conversation	75.50%	2.60	0.96
7) Feeling alright taking risk	75.50%	2.94	0.84

8) Feeling alright if the conversation doesn't go smoothly	54.90%	2.52	0.89
9) Sending continuous signals to show one's understanding'	61.80%	2.74	0.89

5.2.1 Coping with Communication Problems Strategies (CCP)

The answer to this question shows that there are four common CSs related to the first part of the study (Coping with Communication Problems) that are frequently used among the Arab students. According to the research results, the most frequent strategies were 'asking the interlocutor to confirm the meaning', 'using familiar phrases', 'using simple expressions', and 'correcting their performance'. These skills were approved to be used by 50% or more from the participants.

Regarding the first strategy 'asking the interlocutor to confirm the meaning', the Arab students showed that they prefer to use this 'interactional strategy' according to Dörnyei and Scott category (1995a; 1995b), which makes them seek for indirect help from the other people involved in the conversation. Confirming the meaning from the interlocutor resembles a major skill that helps the speakers cope with the communication problems they may encounter. This is in line with the findings of Ugla et al. (2013) who confirmed the same for Iraqi learners and Al-Saqqaf (2015), who made a study about Yemeni students in Malaysian universities.

Nevertheless, the use of this skill, asking the interlocutor to confirm the meaning, was moderate rather than the current study. The current study found that 'asking the interlocutor to confirm the meaning' was frequently used by 60.8% of the participants. This may be due to the fact that the current study is in the English Medium of

Instruction context where students use English in their study and daily life while the context of Ugla's study (2013) was an EFL one.

Despite the fact that the most frequent skill belongs to the 'interactional strategies' category, there were two strategies from the same category that were the least used by the participants, namely: 'appealing help from the interlocutor' and 'appealing assistance from others' (12.7%). Arab students tend to ask for confirmation from the interlocutors but not to ask for full assistance. This may reflect that Arab students prefer to depend on themselves as much as possible rather than asking for help from interlocutors or people around them. If they need to ask, they prefer to use indirect assistance, such as confirming the meaning, rather than asking for help.

The second and third most frequent strategies used by the Arab students is 'using familiar phrases', and 'using simple expressions' which help the students to cope with communication problems by depending on the vocabulary previously memorized to make the conversation move smoothly. As for the latter strategy, they also prefer simplicity as a safe way for carrying the conversation on.

Again, the Arab students tend to depend on themselves through using simple words and phrases they already know in their conversation rather than imposing new vocabs that may affect the conversation. This puts them on the safe side since they feel comfortable to use the words they are sure about and give them no challenges since they are simple. This strategy is classified among the 'word-oriented strategies', which enables the learners pick the words that make them speak fluently no matter if their language is simple (Amin, 2017).

The Arab students also tend to use 'correcting their performance' strategy, which is classified under the 'self-repair' category in the direct strategies of Dörnyei and Scott (1995a; 1995b). In fact, this reflects their self-dependence in solving their communication problems, and is in line with the results of Rahmah et al. (2020), Al-Saqqaf (2015) and Zhao and Intaraprasert (2013) who also found similar results while it is against the findings of Aziz et al. (2018) who found that the participants do not use this strategy frequently.

5.2.2 Understanding the Interlocutor's Message Strategies (UIM)

In the second part of the examined strategies, understanding the interlocutor's message, there is only one strategy out of ten that was used by the Arab student at EMU. This strategy is 'noticing the interlocutor's facial expression' which is a nonverbal strategy where the speakers use non-linguistic/paralinguistic means trying to elicit the interlocutor's understanding of the intended message by noticing the gestures and the facial expressions (Karpinski, 2012) . Understanding facial expressions seems to be important to Arab students to know the interlocutor's position. In other words, they tend to elicit if he/she completely gets the message and understands the interlocutor's messages.

Nonetheless, the Arab students seem to have a shortage in using the understanding the interlocutor's message (UIM) strategies since only one strategy was frequently used by them. This indicates that there is a need for more focus on the communication as a two-way interaction, which needs to learn more strategies that make the speakers understand the message and be understood by the interlocutors. This can be done through the School of Foreign Languages (SFL) at EMU.

Although it is not frequently used among the participants of this study, the use of paralinguistic strategy indicates an interest of the Arab students in conveying the meaning successfully. The recent literature has several studies that have approved the positive role of non-linguistic features in increasing the quality of the communication (Banziger & Scherer 2005; Cornich, 2005).

5.2.3 Carrying on the Conversation as Intended (CCI)

Regarding the covered strategy in the third part of the questionnaire, Strategies to Carry on the Conversation as Intended, (CCI), there are three strategies covering speaking anxiety between L2 speakers. These strategies are ‘trying to enjoy the conversation’, ‘feeling alright for taking risks’, and ‘feeling alright if the conversation doesn’t go smoothly’. Arab students seem they don’t have high speaking anxiety, and they are able to take risks in conversations. For them, communication should not be a source of anxiety and stress. Instead, it should be enjoyed by the speaker since it is a cultural interaction with others.

The results indicate that the Arab students believe that mistakes are part of the learning process which goes in line with Oradee's study (2012) who has assumed that students are experiencing English language speaking anxiety because they believe that they should produce faultless sentences. When the learners have low anxiety in speaking and do not feel ashamed for having some mistakes, they become eager to have stronger communication compared to those with high anxiety (Abu-Nawas, 1999).

The last strategy in this part ‘sending continues signals to show one’s understanding’ in CCI, continues the conversation as intended. This strategy is also considered as highly frequent among the Arab students at EMU. Explaining the features of this strategy as an achievement strategy of using the non-linguistic/ paralinguistic means

to carry on the conversation according to Bialystok (1990). This follows Zhi-peng's work (2014), which states the speakers depend on the nonverbal cues to figure out when we speak naturally and effectively.

Indeed, giving the interlocutor the feeling that what they say is understood plays an effective role since the given signals confirm the other part of the conversation that things are going fine, which is reflected on the continuity of the communication. Hence, Arab students tend to keep the conversation moving despite any gaps in understanding the meaning. This is a reflection of the sociability of the Arab people who care about socializing with others even if there are parts and parcels that are not understood here and there throughout the conversation.

5.3 RQ2: 'Is There any Gender Difference in Using English Communication Strategies among the Arab Students at EMU?

The second major finding to this research is that there is a significant relation between the strategy choice and the gender of the participants. Female students tend to use the following strategies more than male students: 'spelling or writing the intended words', 'speaking more slowly to gain more time to think', 'appealing for help from the interlocutor', 'appealing for assistance from other people around' when coping with communication problems (CCP).

Female students tend to use two strategies to understand the interlocutor message (UIM) 'asking the interlocutor to slow down' and 'asking the interlocutor to simplify the language'. These are the only strategies that have significant difference between female and male Arab student (Table 14). On the other hand, the strategies used to continuing the conversation as intended (CCI) result is identical for both genders.

Table 14: Strategy use to gender.

Communication Strategies & Gender	P	Female	Male
Spelling/ writing the intended word	0.046	53%	32%
Speaking slowly to gain time	0.032	41%	29%
Appealing for help from the interlocutor	0.032	56%	39%
Appealing for assistance people around	0.043	56%	37%
Asking the interlocutor to slow down	0.025	60%	31%
Asking the interlocutor to simplify	0.051	63%	45%

Apparently, these results show that females are more open to seeking help from the interlocutors or the surrounding people in order to keep the conversation going as much as possible, which is in line with Songsang's research (1998). On the other hand, the male Arab participants prefer to depend on themselves to carry on the conversation rather than to seek help from others. In fact, these results are against the ones found in the study of Zhao and Intaraprasert (2013) who found no significant relation between males and females when responding to the same questionnaire adopted in this study.

The only difference between this study and Zhao and Intaraprasert's (2013) is the nationality of the participants, where the ones in the former study are Arabs while those in the latter are Chinese. This result may indicate that the culture plays an effective role in adopting different communication strategies among males and females, which is in line with the findings of Lin (2014).

One more justification is found in Lai (2010) who claimed that Chinese context doesn't have any gender difference due to the unified educational contexts for both males and females student, unlike the Arabic educational contexts that has gender separated schools leads to different communication strategies between males and females. In

general, Arab schools have a separation system, which may be the reason behind these gender differences in the adopted communication strategies when speaking English.

The last possible justification for the stated gender difference is the fact that females tend to be interested in socializing more than males, which makes them more cooperative during the conversation and tend to seek help from others for the sake of achieving a successful communication. The superiority of females in socializing and language development was approved by several studies (Ehrman & Oxford, 1989; Ellis, 1994; Macaro, 2006).

5.4 RQ3: ‘Is There any Relation between the English Proficiency Level and the Chosen Communication Strategies among the Arab Students?’

This part of the research presents the common strategies used by each proficiency group. The study analysis of the data shows a group of strategies used by each group of proficiency level; each group has his preferable and frequent strategies. The proficient group prefers ‘using simple expressions, word-coinage, asking the interlocutor to slow down, and asking the interlocutor for an example’. These strategies explain their ability of language simplification unlike the basic group who already use simple language or even slowing down the rhythm of their speech because the basic group already speak slowly (Table 15).

Table 15. Strategies and proficiency level.

Proficient	P	Percentage
Using simple expression	0.014	56.6%
Word-coinage	0.048	26.6%
Asking the interlocutor for example	0.022	16.6%
Asking the interlocutor to slowdown	0.011	10%
Independent	P	Percentage

Speaking slowly to gain time	0.000	28.3%
Asking the interlocutor for repetition	0.022	25%
Asking the interlocutor for example	0.022	16.6%
Basic	P	Percentage
Guessing	0.006	58.3%
Try to catch the main idea	0.042	58.3%
Responding despite the imperfect understanding	0.020	50%
Speaking Arabic instead	0.000	41.6%

For the basic group, the ‘simple expressions’ are not simple since they are newly learning English and do not have sufficient competency. In other words, the basic learners do not have a variety of vocabulary. Rather, they only use simple words since they are still learning. On the other hand, the proficient students do know difficult and easy words, and yet they prefer the simple ones since they prefer to be on the safe side. Furthermore, these results indicate that the Arab students do not prefer to show off with the language through trying to use unfamiliar words that may make them look distinct compared to the others. Instead, they prefer to use simple language that can make the conversation moves smoothly.

One more finding of this study is that all the participants use the same number of CSs as the most frequent ones no matter what level their English is. In other words, the basic and proficient groups frequently use 4 CSs while the independent group uses 3 CSs. The only difference is the type of strategy needed for each group to fill the gaps encountered during the communication. This is against the findings of Wharton (2000) who found that the higher the proficiency is, the less strategies used. Furthermore, this finding is against the findings of Abu-Nawas (2012) and Zhao and Intaraprasert (2013) found the opposite when they studied the CSs among the Jordanian and Chinese students in EFL context and found that the higher the proficiency level is, the more CSs they use.

As for the independent group, they seem to use a mixture of CSs that are used by the proficient and basic groups. In other words, they have some CSs that are similar to the proficient group and others similar to the basic group. They use some CSs similar to the proficient group (using simple expressions, asking the interlocutor for an example, and speaking slowly to gain time), and they also have some strategies similar to the basic group (asking for repetition).

Regarding the basic group, they use ‘code-switching’, ‘trying to catch the meaning’, ‘guessing’, and ‘responding to the interlocutor despite the imperfect understanding’. These skills are preferred due to the fact that the basic learners tend to have a low level of proficiency making them depend on ‘code-switching’ more since it helps them cope with the communication problems as Gökgöz (2008) suggests. This is in line with the results of Ugla et al. (2013).

5.5 Recommendations

Based on the results of this study, there are several recommendations that can improve the communication of the Arab students at the Eastern Mediterranean University. These recommendations are as follows:

- The School of Foreign Languages (SFL) at EMU should start teaching communication strategies during the English proficiency courses since they can help the learners improve their communication skills.
- The School of Foreign Language should focus on teaching the Arab students the ‘direct’ and ‘indirect’ strategies since they prefer them to carry on their communication in English.
- The SFL should start teaching the Arab students to ‘seek help’ from the interlocutor and surrounding since it is not common among them. This can help

them improve their communication skills, which will be reflected in their language performance.

- EMU should work on improving the ‘communication skills’ of the students in order to help them communicate in English in their study, with their international colleagues, and off campus for their daily life. This can be done through teaching ‘communication strategies’ types and encouraging the students to use them as tools to cope with any possible collapses during their communication in L2.
- EMU should improve the English courses curriculum to focus on ‘speaking’ more since it is the medium of instruction.

5.6 Implications

This study has included several implications that may add a brick to the related literature of communication strategies CSs. These implications can help in clarifying certain points about this topic and add another view about the learners’ preferences.

The first implication of this study is that it examines the communication strategies of Arab students in a context where the inhabitants of the country speak Turkish as their first language. This means they are not able to use Arabic in their daily life as it is the case with the EFL contexts, nor English as in the English speaking countries. In this way, the students need to use English in their classes for education and outside the class to manage their daily life requirements. The difference here is that the inhabitants do not speak English as a first language, which means they may not master it fully. In this way, some CSs were preferred rather than others due to this context.

Another implication of this study is the preferences of the Arab participants. In general, the Arab students tend to depend on themselves as much as possible rather than the

other people around them, being the interlocutor or the surroundings. Arab students prefer to use simple vocabulary and structures and use familiar words the most to carry on their communication. This could be due to the cultural tradition of Arabs in not asking for help much unless it is too necessary. This implication needs working on the direct and indirect strategies rather than the interactional ones.

Another implication is related to the aforementioned one. The results show that Arab students tend not to seek direct help from the interlocutors in general. Furthermore, male participants tend to seek this help less than females. Although the results show that Arab students prefer not to ask for help from the interlocutors a lot, the female Arabs are more open to ask for help than males. Thus, male Arabs prefer to use the interactional strategies less than the females in terms of seeking assistance.

5.7 Future Studies

Since this study examined the Communication Strategies of the Arab Students, who represent one international community, the results may not suffice to give a clear view to the School of Foreign Languages (SFL) about the most preferred CSs by all the students. This would help the SFL implement teaching CSs in their curricula to help the students cope with their communication and be fluent throughout their studies. Hence, this study recommends another similar study in the future to find the similarities and differences among different students that come from different countries.

One more suggestion for a future study is conducting a comparative study about the communication strategies among Arab students in three different contexts: English as a foreign language (EFL), English as a Medium of Instruction (EMI), and English

Speaking contexts. This comparison can show what strategies the Arab students prefer when the purpose of using English changes. In the first context (EFL), the students use English in their class only for educational purposes. The second context (EMI) makes the students use English in their classes and when communicating with other students who come from different countries.

If the context is similar to the one of this study, where the native language of the TRNC residents is neither English nor Arabic, the students need to use it in their daily communication for the daily uses, such as shopping. As for the last context (Native English Speaking Country), the students need to use English in their daily life. This study may help in having a deep view about the variety of CSs used by the Arab students when living in different contexts.

5.8 Limitations

This study has two main limitations; if avoided, they could have made the results of this study better. First of all, the current thesis was conducted at the end of the second semester of the academic year 2020/2021. By that time, all the students finished their study, including those who studied English at the School of Foreign Languages before starting their programs, which means they have improved their English language skills. This made finding low-proficient students difficult to correlate their linguistic competence with their preferred CSs. Conducting this study at the beginning of the new academic year may have offered the study with more Arab students who still have weaknesses in English language, which might have improved the results of this study. To avoid this problem, I increased the number of participants to find as many elementary students as possible, especially those who joined the School of Foreign Languages in the second semester of the academic year 2020/2021. This made a

balance in the study since I tended to find 11 students who fall in the ‘low-proficient’ category.

The second limitation is related to the COVID 19 conditions; I couldn’t do a speaking test for the participants. In the questionnaire, I asked the students about their previous English proficiency result at the time of their registration. Furthermore, I asked them to evaluate their four language skills (listening, speaking, reading, and writing) out of ten. In fact, the proficiency level was not used due to the fact that some students sat for the exam a few years ago. If they took a low mark that time, they may be weak.

Nevertheless, they studied English at the School of Foreign Language and improved their English. Hence, evaluating their English language based on their self-evaluation tends to be more realistic. This study should have made a speaking test for each participant to decide on their language level, basic, independent, or professional. Based on this, the study would be more reliable in deciding the CSs used by the Arab speakers.

5.9 Summary

To sum up, this study was conducted to investigate the communication strategies used by Arab students when speaking English at Eastern Mediterranean University. The major examined variables were: Communication Strategies (CSs) frequency among Arab participants, and its relation to their gender and level of proficiency. The findings revealed that the Arab student tend to use 9 strategies most frequently. In this study we have a gender difference in using communication strategies in 6 strategies. Regarding the last examined variable which is level of proficiency, I found a relation between the communication strategies and level of proficiency; each group has their

preferred strategy. This chapter concludes the study by several recommendations for teaching CSs at the School of Foreign Languages to equip the students with tools that enable them to cope with any possible collapses during their communication in English. The chapter also suggests several future studies that may help the other researchers in the future.

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APPENDICES

Appendix A: English Communication Strategies Questionnaire

First: Background Information

Age:

Gender:

☐ Male ☐ Female

Country:

Department:

Level of Study

☐ Undergraduate

☐ Master

☐ PhD

Year of Study

- ☐ **First year**
- ☐ **Second year**
- ☐ **Third year**
- ☐ **Fourth year**
- ☐ **Other**

English Language level (Out of ten where 1 is the lowest and 10 is the highest)

- Listening:
- Speaking:
- Reading:

- Writing:

Did you take any of the following English Exams? If yes, what was your score?

- **IELTS:**
- **TOEFL:**
- **SAT:**
- **IGCSE:**

What was your score in the English Proficiency Exam at EMU?

.....

Second: Communication Strategy

Instructions: The Communication Strategy Questionnaire is designed to gather information about use of communication strategies in English. In the statements below, you will find various communication strategies. Please read each statement carefully and consider how frequently you employ the given strategies while interacting in English. Then mark your response with a ‘|’ in the corresponding space provided.

- **“Never”** means that while you were interacting in English, you never used the strategy described in the statement.
- **“Sometimes”** means that while you were interacting in English, you used the strategy described in the statement about one fourth the time of the total strategy use.
- **“Often”** means that while you were interacting in English, you used the strategy described in the statement about half the time of the total strategy use.

- “**Always/almost always**” means that while you were interacting in English, you used the strategy described in the statement about more than three quarter the time of the total strategy use.

Part One: Strategies to Cope with Communication Difficulties (CCP)

1. When having a conversation in English, have you encountered any difficulties in getting the message across to the interlocutor?

☐ Yes ☐ No

If no, proceed to Part Two.

If yes, how often do you deal with the difficulties by doing the following?

Communication Strategy	Always/ Almost Always	Often	Sometimes	Never
1. Using synonym or antonym				
2. Using familiar words, phrases or sentences				
3. Correcting one's own pronunciation, grammar and lexical mistakes				
4. Speaking Arabic instead when one doesn't know how to say in English				
5. Using simple expressions				
6. Using nonverbal language such as body language				

7. Spelling or writing out the intended words, phrases, or sentences				
8. Referring to objects or materials				
9. Repeating what the interlocutor has just said				
10. Speaking more slowly to gain time to think				
11. Correcting the incorrect and inappropriate utterances by yourself				
12. Thinking in Arabic before speaking				
13. Thinking first of a sentence one already knows in English and then trying to change it to fit the situation				
14. Asking the interlocutor to confirm that one's made oneself understood				
15. Appealing help from the interlocutor either verbally or non-verbally				
16. Referring to mobile phone dictionary or another type of document				
17. Drawing a picture				
18. Appealing for assistance from other people around				
19. Making use of expressions found in some sources of media (e.g. movies or songs)				

20. Making up a new word in order to communicate a desired concept (Word-coinage)				
21. Others (Please specify)				

Part Two: Strategies to Understand the Interlocutor's Message (UIM)

2. Have you encountered any problems in understanding the interlocutor's message when having communication in English?

☐ Yes ☐ No

If no, proceed to Part Three.

If 'Yes', how often do you employ the following strategies to solve the problems?

Communication Strategy	Always/ Almost Always	Often	Sometimes	Never
1. Asking the interlocutor to slow down				
2. Asking the interlocutor for a repetition				
3. Asking the interlocutor to simplify the language				
4. Asking the interlocutor to write out the key word				
5. Asking the interlocutor to give an example				

6. Trying to catch the interlocutor's main point				
7. Appealing for assistance from other people around				
8. Guessing the meaning of what the interlocutor has said				
9. Trying to translate into Arabic little by little to understand what the interlocutor has said				
10. Noticing the interlocutor's gestures and facial expressions				
11. Others (Please specify)				

Part Three: Strategies to Carry on the Conversation as Intended (CCI)

3. Have you encountered any problems in carrying on the conversation as intended when having communication in English?

☐ Yes ☐ No

If no, stop answering the Part Three.

If 'Yes', how often do you employ the following strategies to help you carry on the conversation as intended?

Communication Strategy	Always/ Almost Always	Often	Sometimes	Never
1. Trying to enjoy the conversation				
2. Sending continuation signals to show one's understanding				
3. Feeling all right for taking risks while speaking				
4. Feeling all right if the conversation does not go smoothly by keeping talking				
5. Responding to the interlocutor despite an imperfect understanding of the message				
6. Others (Please specify)				

Source: Zhao, T., & Intaraprasert, C. (2013). Use of Communication Strategies by Tourism-Oriented EFL Learners in Relation to Gender and Perceived Language Ability. *English Language Teaching*, 6(7), 46-59.

- If you have any inquiries, please contact me: 19500105@emu.edu.tr/ Mobile: 05338588954
- or my supervisor Prof. Dr. Javanshir Shibliyev: javanshir.shibliyev@emu.edu.tr

Appendix B: Arabic Communication Strategies Questionnaire

استبيان استراتيجيات التواصل باللغة الانكليزية

أولاً: معلومات أساسية

1. العمر:

2. الجنس: ☐ ذكر ☐ انثى

3. الدولة:

4. الفرع الدراسي Department:

5. مستوى الدراسة

☐ بكالوريوس

☐ ماجستير

☐ دكتوراه

6. السنة الدراسية:

☐ أولى

☐ ثانية

☐ ثالثة

☐ رابعة

☐ غير ذلك

7. مستوى اللغة الإنجليزية (من عشرة حيث 1 هو الأدنى و 10 هو الأعلى)

- الاستماع: ..

- محادثة:

- قراءة:

- الكتابة:

8. هل حصلت على أي من الشهادات التالية؟ وما كانت علامتك النهائية؟

- IELTS:

- TOEFL:

- SAT:

- IGCSE:

9. ما هي درجاتك في امتحان إتقان اللغة الإنجليزية في EMU؟

.....

ثانياً: استبيان استراتيجيات التواصل باللغة الإنكليزية

التعليمات: تم تصميم استبيان استراتيجية التواصل لجمع المعلومات حول استخدام استراتيجيات التواصل باللغة الإنجليزية. في البيانات أدناه ، ستجد استراتيجيات تواصل مختلفة. يرجى قراءة كل عبارة بعناية والنظر في عدد المرات التي تستخدم فيها الاستراتيجيات المقدمة أثناء التفاعل باللغة الإنجليزية. ثم حدد إجابتك بعلامة X في المساحة المقابلة المتوفرة.

- "أبداً" تعني أنك لم تستخدم مطلقاً الاستراتيجية الموضحة في البيان أثناء تفاعلك باللغة الإنجليزية.
- "أحياناً" تعني أنك استخدمت الإستراتيجية الموضحة في البيان حوالي ربع وقت استخدام الإستراتيجية الإجمالية أثناء تفاعلك باللغة الإنجليزية ،.
- "غالباً" تعني أنك استخدمت الاستراتيجية الموضحة في البيان حوالي نصف الوقت من إجمالي استخدام الإستراتيجية أثناء تفاعلك باللغة الإنجليزية ،.

- "دائمًا" تعني أنك تستخدم الإستراتيجية الموضحة في البيان حول أكثر من ثلاثة أرباع وقت استخدام الإستراتيجية الإجمالية أثناء تفاعلك باللغة الإنجليزية.

الجزء الأول: استراتيجيات التعامل مع صعوبات التواصل باستخدام اللغة الإنكليزية

1. عند إجراء محادثة باللغة الإنجليزية ، هل واجهت أي صعوبات في إيصال الرسالة إلى المتحدث؟

☐ نعم ☐ لا

إذا كانت الإجابة لا ، فانتقل إلى الجزء الثاني.

إذا كانت الإجابة بنعم ، فكم مرة تتعامل مع الصعوبات من خلال القيام بما يلي؟

استراتيجية التواصل	دائمًا	غالبًا	أحيانًا	أبداً
1. استخدام المرادفات				
2. استخدام كلمات أو عبارات أو جمل مألوفة				
3. تصحيح أخطاء النطق والقواعد				
4. التحدث بالعربية بدلاً من اللغة الإنكليزية عند عدم القدرة على التعبير باللغة الإنكليزية				
5. استخدام تعابير بسيطة				
6. استخدام لغة غير لفظية مثل لغة الجسد				
7. تهجئة أو كتابة الكلمات أو العبارات أو الجمل المقصودة				
8. الإشارة إلى الأشياء التي نتحدث عنها				
9. تكرار ما قاله لك المتحدث				
10. التحدث ببطء أكثر لكسب الوقت من أجل التفكير				
11. تصحيح كلامك الخاطئ بنفسك				
12. التفكير باللغة العربية قبل التحدث				

				13. التفكير أولاً في جملة تعرفها باللغة الإنجليزية ثم محاولة تعديلها لتناسب الموقف
				14. التأكد أنه قد تم فهمك من قبل الشخص الذي يتحدث معك
				15. طلب المساعدة من الشخص الذي يتحدث معك
				16. استعمال قاموس الهاتف المحمول أو أي برنامج آخر
				17. رسم صورة
				18. طلب المساعدة ممن حولك
				19. الاستفادة من المصطلحات الموجودة في بعض الوسائط (مثل الأفلام أو الأغاني) أثناء الحديث
				20. ابتكار كلمة جديدة لإيصال المفهوم المرغوب
				21. أخرى (يرجى التحديد) ..

الجزء الثاني: استراتيجيات لفهم رسالة المتحدث

2. هل واجهت أي مشاكل في فهم رسالة المتحدث عند التواصل باستخدام اللغة الإنجليزية؟

☐ نعم ☐ لا

إذا كانت الإجابة لا ، فانتقل إلى الجزء الثالث.

إذا كانت الإجابة "نعم" ، فكم مرة تستخدم الاستراتيجيات التالية لحل المشكلات؟

أبدا	أحيانا	غالباً	دائماً	استراتيجية التواصل
				1. الطلب من المتحدث أن يتكلم ببطء
				2. الطلب من المتحدث أن يكرر كلامه

				3. الطلب من المتحدث تبسيط لغته التي يستعملها
				4. الطلب من المتحدث أن يكتب الكلمة التي يقولها
				5. الطلب من المتحدث أن يعطي مثالا
				6. محاولة التعرف على الفكرة الرئيسية للمتحدث
				7. طلب المساعدة ممن حولك
				8. تخمين معنى ما قاله المتحدث
				9. محاولة الترجمة إلى العربية لفهم ما قاله المتحدث
				10. ملاحظة إيماءات المتحدث وتعبيرات وجهه
				11. أخرى (يرجى التحديد)

الجزء الثالث: استراتيجيات لمواصلة المحادثة كما هو مقصود

3. هل واجهت أي مشاكل في الاستمرار في المحادثة كما تريد عند التواصل باللغة الإنجليزية؟

☐ نعم ☐ لا

إذا كانت الإجابة "لا" ، فتوقف عن الإجابة على الجزء الثالث.

إذا كانت الإجابة "نعم" ، فكم مرة تستخدم الاستراتيجيات التالية لمساعدتك على مواصلة المحادثة على النحو المنشود؟

استراتيجية التواصل	دائما	غالبا	أحيانا	أبدا
1. محاولة الاستمتاع بالمحادثة				
2. إرسال إشارات لتبين للمتحدث بأنك تفهم كلامه				
3. الشعور بالإطمئنان عند محاولة التحدث				
4. الشعور بالإطمئنان حتى لو لم تسر المحادثة بسلاسة رغم استمرارك بالحديث				

				5. اجابة المتحدث على الرغم من عدم فهم كلامه بشكل كامل
				6. أخرى (يرجى التحديد)

المصدر: Zhao, T., & Intaraprasert, C. (2013). Use of Communication Strategies by Tourism-Oriented EFL Learners in Relation to Gender and Perceived Language Ability. *English Language Teaching*, 6(7), 46-59.

في حال وجود أي استفسار, ارجو التواصل معي من خلال

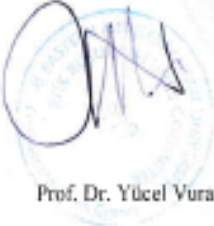
- رقم الهاتف: 00905338588954

- الإيميل: 19500105@emu.edu.tr

أو تواصل مع مشرفي الاستاذ الدكتور: جيفانشهير شلبلييف

الإيميل: javanshir.shibliyev@emu.edu.tr

Appendix C: Ethical Committee Approval

 Doğu Akdeniz Üniversitesi <i>"Ezlen, Bilgi, Gelişir"</i>	Eastern Mediterranean University <i>"Virtue, Knowledge, Advancement"</i>	Galileo Galilei St. / Str. 99620, Gazimağusa, KIZILIRMAK / Famagusta, NORTH CYPRUS, via Mersin 30, TURKEY Tel: (+90) 392 693 1327 bayek@emu.edu.tr
Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics		
Reference No: ETK00-2021-0163		27.05.2021
Subject: Your application for ethical approval.		
Re: Nour Tarabelsi (19500105)		
Faculty of Education.		
EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 26.05.2021, issue: 93) granting Nour Tarabelsi from the Faculty of Education to pursue her MA thesis titled "Investigating the Communication Strategies of Arab Students When Speaking English at Eastern Mediterranean University" supervised by Assoc. Prof. Dr. Juvanshir Shibliyev.		
Best Regards		
		
Prof. Dr. Yücel Vural		
Chair, Board of Scientific Research and Publication Ethics - EMU		
YV/gk.		
www.emu.edu.tr		