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IRAQI EFL UNIVERSITY STUDENTS' AWARENESS AND USE OF COMMUNICATION STRATEGIES

A B S T R A C T

The study of communication strategy has become a central trait of English language studies in case of teaching and learning. The present study aims at investigating different communication strategies the Iraqi EFL university students' employ and determining the relationship between the Iraqi students' proficiency level and their communication strategies use. To achieve the aims of the study, a sample of sixty learners (30 male and 30 female) are selected from the English department during the academic year 2021-2022. This sample is exposed to the instruments of the study which take the forms of checklists and a questionnaire. The obtained results show that Iraqi EFL college students are mostly unaware of communication strategies, and they do not use them when encountering any problems in their communication.

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دراسة ادراك واستخدام استراتيجيات الاتصال بين الطلاب الجامعيين العراقيين الدارسين
للغة الإنجليزية كلغة ثانية

أ.م.د. فارس كاظم طعيمة العتابي
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المستخلص:

أصبحت دراسة استراتيجيات الاتصال سمة اساسية ومهمة لدراسات اللغة الإنجليزية في حالتنا التدريس والتعلم. تهدف هذه الدراسة إلى دراسة استراتيجيات الاتصال المختلفة التي يستخدمها طلاب الجامعة العراقيين والدارسين للغة الانكليزية كلغة ثانية وتحديد العلاقة بين مستوى إتقان الطلاب العراقيين وبين استخدامهم لاستراتيجية الاتصال. ولتحقيق أهداف

الدراسة، تم اختيار عينة من ستين متعلماً (30 من الذكور و 30 من الإناث) من قسم اللغة الإنجليزية خلال العام الدراسي 2021-2022. تم عرض هذه العينة لأدوات الدراسة التي تأخذ أشكال قوائم المراجعة والاستبيان. اظهرت النتائج التي تم الحصول عليها أن طلاب الكلية الدارسين اللغة الإنجليزية كلغة أجنبية لا يدركون في الغالب استراتيجيات الاتصال ولا يستخدمونها عند مواجهة أي مشاكل في تواصلهم.

الكلمات المفتاحية: الوعي ؛ الكفاءة التواصلية؛ استراتيجيات الاتصال ، تصنيف تارون ، اختبار T

1. INTRODUCTION

Nowadays, English is considered as an international lingua franca, and it makes educators to find out ways or methods to develop successful language learners. Therefore, students need strategies in learning English not only in the classroom but out of it. It must be noted that language learning strategies assist students to succeed in learning and developing their communicative competency. Oxford (1990) elucidated that learning strategies are steps taken by students to improve their own learning. In fact, they are fundamental elements for language learners because they are tools for active, self-directed involvement, which is needed for enhancing communication competency. It implies that all students are individuals and they learn in their own unique way. Therefore, each student has his or her own strategy in learning. Needless to say the role of English language in the 21st century is very predominant. In this era, we are encouraged to have good English language proficiency. The main thing worth pointing out is that the cardinal purpose of assisting students to become more autonomous in their learning has become one of its most prominent themes. Furthermore, in this 21st century, teachers are no longer the only source of knowledge and there is a gradual shift of typical classroom context. Learners are asked to be active and self-directed. Therefore, one can conclude that Language Learning Strategies would be important to assist students in learning how to learn and to master the materials independently, either individually or with others, where successful language learners make use of different types of learning strategies. Fedderholdt (1997) noted that language learners who are capable of using a wide variety of language learning strategies appropriately can better enhance their language skills because they are well-equipped. It needs to be said that communicative competence (CC henceforth) is one of the basic requirements of the ability to speak fluently. This CC is usually achieved by paying attention to many other strategies that are called "Communicative Strategies" (CSs henceforth). Such strategies are very essential components besides other competencies because of the crucial role they perform in keeping a continuous communication by the learners because of their importance in filling the gaps during their conversation (Sidik, 2018). These strategies are used in order to keep the speech between the speaker and hearer across well. They are called devices or strategies because they refer to the elements or techniques used by the learners to help them fulfill the communicative goals and to overcome some of the problems that are related to the oral communication (Faerch & Kasper, 1983).

Low proficiency in English among students in Iraq has been a significant issue in the educational system. This issue has become a long debate and a hot topic among researchers. A great number of students are unsuccessful in learning English. For example, learners usually use communicative competence unconsciously and other consciously because of their unawareness or the spontaneous use of learning strategies. Moreover, it has been noticed that Iraqi EFL 4th grade college students are unable to keep the flow of communication due to the

lack of these CSs. They do not know how exactly to learn it. Meanwhile, in teaching and learning process, language teachers only teach the language. They do not teach the learners how to learn it. In the 21st century, there is a gradual shift in language learning process, where students should be more active, independent or autonomous in language learning. As for the process of learning English language, it is supposed that students will be more efficient when performing such learning strategies. Thus, one can say that such a use of learning strategies will help the students improve their English (Van Patten & Benati, 2015; Uglu, 2015; Khalil, 2018).

The above-mentioned significance and background of language learning strategies' problem have drawn the researchers' attention to explore students' awareness of communication strategies and figure out any gap in their communication skill of Iraqi EFL 4th grade University students. Thus, the objectives of this research were an attempt intended to answer the following questions:

- 1) Are the students aware of communication strategies?
- 2) Do they use these strategies when they face any gap or problems during their talk due to limited grammar or vocabulary resources?

It must be stated that the present study is also limited to communication strategies and Iraqi EFL learners, College students at 4th grade, in English department during the academic year of 2019-2020.

2. REVIEW OF LITERATURE

2.1 Communicative Competence

The term "communicative competence" is composed of two words which refer to the ability to communicate. In fact, Competence is a controversial word among the in applied linguists due to its inclusive coverage. The emergence of this word is attached to discourse analysis and to the linguist "Chomsky" whose influential book "Aspects of the Theory of Syntax" which distinguished between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations) (Tuan, 2017).

It must be noted that communicative competence, as one of the basic requirements of the ability to speak fluently, is not a one entity or a single competency, but it is composed of many other competencies namely: linguistic competence, pragmatic competence, sociolinguistic competence, and strategic competence (see Table 1 below). As mentioned earlier that CSs are essential components among many other types of competencies. This can be attributed to their important function in keeping the flow of communication when dealing with any piece of conversation (Sidik, 2018). Keshavarz (2012) states that CSs are needed when the learners are required to express himself or herself with a very short time and limited linguistic resources that they have. He (2012) adds that the importance of CSs is attributed to their role in "bridge[ing] the gap between his limited linguistic knowledge and his communication needs by using elements, which are not linguistically appropriate for the context. Nevertheless, the learner communicates, but at the expense of grammatical accuracy" (p.130).

To sum up, we can say, the current study attempts to identify the basic components of CC and to clarify its important function among learners when they fail to express themselves fluently in different contexts. Hence, the below table summarizes and shows the components of CC.

Table 1:

Components of Communicative Competence in Language Use

| Canale & Swain (1980) Canale (1983) | Celce-Murcia et al (1995) | Bachman and Palmer (1996) | Fulcher (2003) |
|---------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| “Linguistic Competence or Grammatical Competence” | “Linguistic Competence | -Organizational knowledge | -Language Knowledge <ul style="list-style-type: none"> • Phonology • Accuracy • Fluency |
| -Discourse Competence | -Discourse Competence | -Grammatical Knowledge -Textual Knowledge | -Textual knowledge The Structure of talk |
| -Sociolinguistic Competence | -Sociocultural Competence -Formulatic Competence Interactional Competence | -Pragmatic Knowledge *Functional Knowledge *Sociolinguistic knowledge | -Pragmatic knowledge *Appropriacy *Implicature *Expressing *Sociolinguistic Knowledge *Situational *Topical *Cultural |

2.2 Communicative Strategies

Second language acquisition theories, Cognitive linguistics , interactional and Inter-language, as well as Collaborative theories give much emphasis to the importance of CS. Thus, this linguistic area has been given much more attention by different methods and approaches of language teaching such as “Communicative Language Teaching” and “Task-based Language Teaching” because it is viewed as a means to increase the ability of continuous communication.

The term of CSs was first coined by Selinker (1972) who points out to the central processes of the mechanisms of communication. Furthermore, Varadi (1973) and Tarone (1977) introduce the first concept of Cs. On the other hand Canale and Swain (1980) regarded CS, which is tackled in their model of CC, as a subcomponent of ‘strategic competence’. Many studies about this area such as “Bialystok & Fröhlich, 1980; Paribakht, 1984; Safont Jorda, 2001; Prebianca, 2009” have emphasized the use of CSs in relations to ample factors including the proficiency of the learners’ level. Researchers, such as Fernández Dobao, (2001& 2004), Safont Jordá, (2001), Littlemore, (2003), Prebianca, (2009) and Rosas Maldonado(2017), have found in their empirical studies that there is a sort of relationship between the use of CSs and the learners’ proficiency levels. Such studies confirmed that learners who have lower level of proficiency of the second language competence and a limited number of linguistic resources are required to have recourse to the higher number of CSs, whereas learners with high level of proficiency in the second language do not need to CSs .

Communication strategies are “an adaptation to the failure to realize a language production goal” (O’Mally & Chamot, 1990, p. 43). It is important that individuals should try to negotiate the meaning while communicating by using different strategies such as circumlocution, approximation, and mime. As for circumlocution, approximation, and mime, Sutthinaraphan, K. & Wasanasomsithi, P. (2017), based on Dörnyei & Scott, (1997) views, have summarised them individually when they describe circumlocution as “the way an interlocutor exemplifies, illustrates, or describes the properties of an intended term (p.98)”; whereas, approximation is

defined as “the use of an alternative lexical item which shares semantic features with the target term. In this regard, they (2017, p. 98) describe mime as “a nonlinguistic strategy which involves describing something nonverbally, or accompanying an expression with a visual illustration”.

Many scholars produced different models of communication strategies but they generally included two main categories: achievement and avoidance strategies. Achievement strategies are strategies speakers used to expand their linguistic resources to attain communicative goals, whereas avoidance strategies refer to “strategies speakers use to adjust the message to match their linguistic resources” (Chuanchaisit & Prapphal, 2009, p. 102). Tarone (1977 as cited in (Dörnyei & Scott, 1997) postulated the taxonomy which consisted of avoidance, paraphrase, conscious transfer, appeal for assistance, and mime strategies. Then, Faerch and Kasper (1983) developed a communication strategy inventory which comprised formal reduction, functional reduction, and achievement strategy (as cited in Dörnyei & Scott, 1997). Many researchers focused on international contexts. Nakatani (2010) conducted a classroom study on EFL learners’ oral communication strategy use. The study’s objective was to explore whether the use of specific communication strategies could improve learners’ proficiency. Sixty-two Japanese college students participated in the study. The Communicative Language Teaching approach and strategy training were the key functions for this 12-week course. Transcription data, questionnaire, and retrospective verbal protocol were the main data collection instrument. The findings supported his previous research that maintenance discourse and negotiation for meaning strategies could help students improve their speaking ability while engaging in communicative tasks. However, rarely did the students use modified output strategy, or modify their previous utterance in order to gain mutual understanding. Later, Nakatani et al (2012) examined the communication strategy usage presented in the Common European Framework of Reference and ability of EFL learners. The participants were 62 female students in an English class at a private college in Japan. It was indicated that the proficiency of learners was quite low as their TOEIC scores ranged from 350 to 540. He collected the data from the pre- and post-conversation tests, transcription data and self-report questionnaire. According to pre- and post-tests, the strategy use of the participants increased significantly, especially the use of achievement strategies. They employed accuracy-oriented strategies intentionally to improve their interlanguage. Razmjoo and Ardeleani (2011) developed a new model of speaking strategies for EFL learners, and examined whether learners’ gender and their proficiency affected the application of strategies. In the first phase, 30 adults studying at Shiraz University Language Center in Iran were interviewed to elicit their perspectives. Then, 210 participants with different proficiency levels, namely beginner, intermediate, and advanced from Shiraz University Language Center and Bahar Language Institute were selected to complete the 21-item questionnaire. In the second phase, T-test statistics was implemented to analyze the relationship between their genders and the use of strategies. Moreover, to determine the effects of participants’ proficiency, one-way ANOVA analysis was used. Consequently, the researchers came up with the online and offline strategies model. Online strategies, which were used at the time of speaking, included interference of the mother tongue, error correction, accuracy, and body language and substitution. On the other hand, offline strategies, the way learners utilized strategies to develop their speaking ability, comprised educational-aid method and instruments, memorization and summary, and sensitivity towards chances. Eventually, the

findings showed that gender and level of proficiency did not affect adult learners' speaking strategy. From the aforementioned studies, it may be inferred that participants in different proficiency levels apply different strategies. In addition, contexts of the studies play an essential role affecting communication strategy usage; for instance, Thai and Japanese learners utilize different strategies. On the basis of communication strategy training, it could ameliorate learners' speaking performance remarkably.

CSs are discussed by many methodologists and linguists because their elements, "such as approximation, mime, circumlocution, message abandonment and avoidance", are used to bridge the gap between the theoretical linguistic concepts of the 2nd language learners and the practical side of linguistic knowledge of those learners when using language in real context of communication (Sato, Yujobo, Okada & Ogane, 2019).

Generally, most methodologists, linguists and applied linguists cannot find a unified explanation of CSs, yet, two basic theoretical approaches, i.e., the interactional approach and the psycholinguistic approach, are distinguished to define CSs. As for "the interactional approach", Dörnyei & Scott (1997) depend on Tarone's (1980) work in defining CSs. Tarone (1980, p.420) focuses on the negotiation of meaning between the communicators when he says that CSs are the "tools used in a joint negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal". In this approach Tarone (1977, p. 197) classifies CSs into five central categories represented by "avoidance, paraphrase, conscious transfer, appeal for assistance and mime". These CSs are summarised by Tarone's (1980) in Figure 1 below.

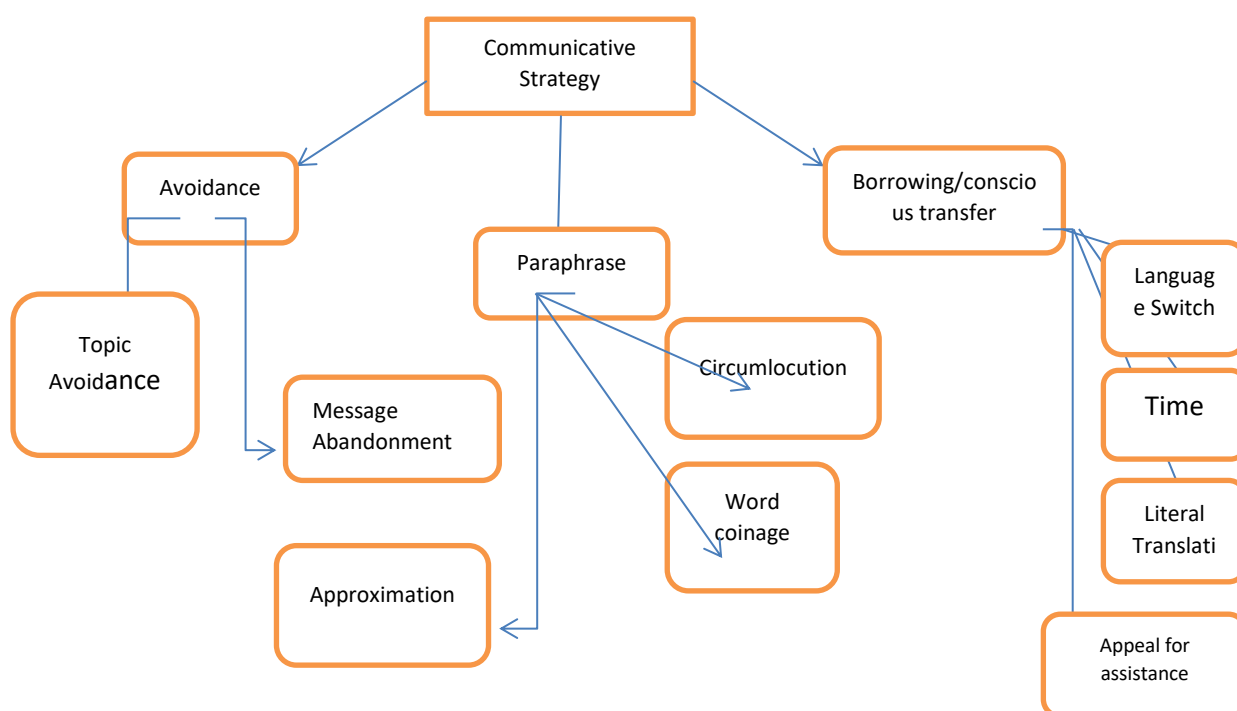


Figure 1: Classification of CSs adopted from Tarone's, (1980)

With regard to the psycholinguistic approach, which is discussed by Faerch and Kasper (1983); Bongaerts & Poulisse, 1989; Bialystok, (1990), and Kellerman, (1991), they consider CSs as a sort of mental response by the learner or communicator to the problems emerged from a

communication instead of regarding it as a mutual response by the communicators. Thus, we can say that such strategies may be regarded as a mental or conscious solution to fill the gap problems of communication. In this vein, two main types of psycholinguistic categories have been presented by Faerch and Kasper (1983). These include “reduction strategies and achievement strategies”. The first kind is specified to avoid problems or gaps of communication, while the second is intended to “find an outlet by providing the learners with communicating resources”. Bialystok (1990) views CSs as a reply of cognitive devices processed mentally during the communication. She identifies two components of the language process of the categories related to the cognitive approach:

- 1) The structuring process of the mental representations which are arranged at the level of meanings related to the world knowledge. These are explicitly represented of structures organized at the symbols level (Bialystok, 1990, p. 118)
- 2) The capacity of controlling attention to relevant and appropriate information and to integrate those forms in real time. (Bialystok, 1990, p.125)

Based on the process-oriented approach, Bialystok (1990) classifies CSs into two kinds of strategies: analysis-based strategies and control-based strategies. The first kind includes subcategories such as “(i.e., circumlocution, paraphrase, transliteration, word coinage and mime)”, while the second one consists of “(i.e., language switch, ostensive definition, appeal for help and mime)”.

Surapa and Channarong (2011) mentions that the typology and classification of CSs are different from one researcher to another. Thus, one can see that Tarone (1980), Faerch and Kasper (1983; 1984), Bialystok (1990), and Dörnyei (1995) identify various types of CSs. Such strategies which are based on Tarone’s (1980) interactional approach and Faerch and Kasper’s (1983) psycholinguistic approach have been applied on the learners to discover the effects of these strategies on language learning and teaching (see Hua, Nor & Jaradat, 2012).

3. METHODOLOGY

To achieve the aims of the present study, the researchers have chosen different perspectives of analysis such as interview and questionnaire. Analysing the data will be based on adopting Tarone’s (1980) interactional approach and Faerch and Kasper’s (1983) psycholinguistic approach. The details of the participants and data collection are explained below.

3.1 Participants

A sample of 60 learners (30 male and 30 female) were selected from the English department of the College of Education, Wasit University during the academic year 2021-2022. The choice of such a sample is a purposive one because those participants have defined characteristics and four years of learning experience (Ary, Jacobs, & Razavieh, 2002). An interview was done by the researchers in which all the participants were approached by the interviewers, i.e., the researchers, who clarified and explained the nature and aims of the study for them. The privacy of the information the participants would provide would be kept and assured by the researchers.

3.2 Instrument and Data Collections

A mixture of qualitative and quantitative approach has been used for collecting and selecting the data (Ben-Peretz, 2011). As the researchers aim to identify and discover the students’

awareness of using CSs, a grounded theory approach has been applied to search for the data (Creswell, Hanson, Plano, & Morales, 2007). Data was collected through separate interviews which is the most commonly used technique in grounded theory (Petty, Thomson, & Stew, 2012). This technique is especially useful in applied linguistics when the aim is investigating participants' beliefs and orientations (Mann, 2011).

For qualitative data, a semi-structured interview was directed including open-ended questionnaire that aims to identify the participants' awareness of CSs. In this respect, a pilot study was conducted to interview some of the learners in order to modify questions (see appendix 1) if necessary. Meantime, the researchers began to meet the interviewees separately at the English department at various periods of time. The meeting is done by using English language because the interviewees developed enough skills of using English language in their previous levels of study. Each meeting lasted between 25-45 minutes (an average of 32.66 minutes). The interviewees' responses have been audio-recorded and transcribed verbatim.

A closed-end questionnaire is the other way of analysis by asking the participants to tick (yes) for the items that may include CSs when using them in their usual conversation in English when facing some problems or gaps during communication, and tick (no) for the items of CSs that they never use or understand. So, this type of questionnaire is used to achieve the second aim of the study (i.e., the learners' use of CSs). A pilot study was also done on a sample of learners to secure reliability, validity and discriminating power of each item. As for the face and construct validity of the questionnaire, this was improved by using the statistical analysis based on applying Chi square and Allph cronbach formula.

4. RESULTS AND DISCUSSION

4.1 Results Related to the First Aim

Concerning the first aim of the study which is to find out Iraqi EFL learners' awareness of CSs, an interview was administered on the sample of the study. The data collected was statistically manipulated to calculate and to find out the arithmetic mean and the standard deviation. To find out the significance of the difference between the arithmetic mean and the theoretical one in each scale, t-test for one independent sample was employed.

As illustrated in Table (2) below, the arithmetic mean of participants' scores in the interview scale is 29.5 with a standard deviation 5.66 while the theoretical mean is 33. The computed t-test value is 3.054 which is higher than the critical one which is 2.

**Table (2):
T-test Value of the Significance of Difference between the Arithmetic and Theoretical Means**

| Variable | N | Arithmetic Mean | s.d | Theoretical Mean | T-test Value | | Level of Significance | d.f |
|----------|---|-----------------|-----|------------------|--------------|----------|-----------------------|-----|
| | | | | | Computed | Critical | | |

| | | | | | | | | |
|-------------------|----|------|------|----|-------|---|----------------------------------|----|
| Awareness of CSs. | 60 | 29.5 | 5.66 | 33 | 3.054 | 2 | In favor of the theoretical mean | 59 |
|-------------------|----|------|------|----|-------|---|----------------------------------|----|

By applying the t-test value for one independent sample we noticed that the computed t-value is higher than the tabulated (critical) value and this in turn means that the results are in favor of the theoretical mean. This also reveals that there is a statistically significant difference between the two mean scores. Therefore, Iraqi ELT learners' are unaware of CSs.

Due to the above statistical analysis of the results related to the first aim, it was concluded that the students were ignorant of the strategies available in getting rid of the problems they may face during a conversation or any piece of talk .

It could be also said that the students were never much experienced in using these strategies that help them in communicating.

4.2 Results Related to the Second Aim

The second aim of the study is to figure out Iraqi EFL learners' use of CSs. To achieve this aim, a questionnaire was administered on the sample of the study. The data collected was statistically manipulated to calculate and find out the arithmetic mean and the standard deviation. To discover the significance of the difference between the arithmetic mean and the theoretical one in each scale, t-test for one independent sample was used.

As illustrated in Table (3) below, the arithmetic mean of participants' scores in the scale (interview) is 12.25 with a standard deviation 4.32 while the theoretical mean is 15. The computed t-test value is 4.93 which is higher than the critical one which is 2.

**Table (3):
T-test Value of the Significance of Difference between the Arithmetic and Theoretical Means**

| Variable | N | Arithmetic Mean | s.d | Theoretical Mean | T-test Value | | Level of Significance | d.f |
|------------|----|-----------------|------|------------------|--------------|----------|----------------------------------|-----|
| | | | | | Computed | Critical | | |
| Use of CSs | 60 | 12.25 | 4.32 | 15 | 4.93 | 2 | In favor of the theoretical mean | 59 |

By applying the t-test value for one independent sample, we realized that the computed t-value is higher than the tabulated (critical) and in favor of the theoretical mean. This reveals that the sample is weak in this test. This also shows a significant difference between the two means in this scale in favor of the theoretical mean. Therefore, Iraqi EFL learners almost don't use CSs in their communication.

Besides their inability to use these strategies, the results of the questionnaire also showed that :

1. The students use very simple, if not any, strategies such as mimics, waving, body movements, and gestures.
2. Most of the students tended to use topic avoidance since it is the safest way to avoid continuing communicating and this was clear in their responses to the questionnaire exposed to them.
3. Most of the students' responses to the questionnaire showed that the students lack the native-like communicative strategies such as appeal to assistance, approximations, and language switch .

5. CONCLUSIONS

According to the results obtained, it has been concluded that:

1. Iraqi EFL learners are unconscious of the use of CSs in their class and daily communications among each other's; that is, they do not have any knowledge about these CSs and how to use them to avoid certain situations during their speech with their teachers or colleagues. This may be attributed to the lack of linguistic resources which are studying during their academic years. Moreover, colleges do not provide enough time or pay much attention to teaching such strategies, and they mainly on the skills of reading and writing other than speaking.
2. Iraqi EFL learners do not use the CSs if they face a gap in communications because they, as mentioned before, have no ideas about how, when and where to use the CSs.

6. RECOMMENDATIONS

According to the conclusions of the study, it is recommended that:

1. Raise the Iraqi EFL learners' awareness of the CSs by interviewing them or giving them training courses in this regard.
2. Give additional subjects in addition to the books of linguistics and grammar they learn along these four years at the college since these CSs are completely absent if not ignored by many courses of English subjects.
3. Highlighting the importance of the CSs and presenting the students with video shows and training courses about how to use these CSs as they face problems in expressing themselves with limited linguistic resources and short time.
4. Instructors of conversation at 2nd and 3rd years at university level are invited to help their students use such CSs in their daily activities and real applications.

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Appendix (1)

The purpose of our study is to investigate Iraqi EFL learners' Awareness and Use of CSs. To probe into this matter, the researchers have decided to interview English language learners to know your ideas in this regard. If you do not have any question, we can start with the interview.

Warm up:

1. Would you please introduce yourself?
 - a. Name and age
 - b. kind of hobbies you have
- c. How many hours do you study per day?

d. what is your preferable subject material ? **Main questions:**

1. Do you face any difficulty in communication in English ?If you face what are these difficulties ? (4)
2. If you talk and forget or miss a vocabulary or a grammatical structures what will you do ?(3)
3. Have you ever had stopped talking or communicating due to limited linguistic resources or limited in time ?(2)
4. Do you know the communication strategies ?what do they mean? (1)
5. Do you use communication devices to keep communication ?(3)
6. Do you use your native language if you face any problem or gap in or during communication?(1)
7. Do you ask the hearer to help you to remember or give assistance to continue talking? (1)
8. Have you ever avoid a topic or a talk about something you don't know?(2)
9. If you need a grammatical structures or a vocabulary , do you use explanations or descriptions instead ?(2)
10. Do use one word for another to keep communication? (3)
11. Do you use mime if you face any difficulty in communication ?(3)
12. Can you give examples of strategies you do in communication ?(5)

Appendix (2)

Read the following items found in the following table, then tick (yes) for the CSs you use whenever face a problem in communication and (no) for CSs you do not use:

| CSs types | Items | Yes | No |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----|----|
| 1-Paraphrase : Restate the word or the concept | | | |
| Approximation | I use a word from the target language which I know incorrect but it may help sharing the desired meaning | | |
| Word coinage | I create a new word from my own instead of the correct one | | |
| Circumlocution | I use the description of the word or the features of the words instead the word itself | | |

| | | | |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--|--|
| 2-Borrowing : the use of word taken from the native language | | | |
| Literal translation | I translate the word instead of the word itself | | |
| Language switch | I use a word from my own native language to mean the target one even the hearer doesn't know it | | |
| 3-Appeal for Assistance | I ask the hearer (native speaker) to give me help for overcoming the gaps by asking him or her clarifying questions | | |
| 4-Mime | I use gestures , waving , the body instead of the vocabulary or the words I forget . | | |
| 5-Avoidance : trying to get rid of the topic or the words | | | |
| Topic avoidance | I try to avoid the topic which I have no vocabularies or words that are necessary for the topic to keep talking | | |
| Message abandonment | I stop in the mid of the talk due to inability to continue and limited words | | |