



Appendix 1. Articles Review References

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Appendix 2. Table 3.4 Example of Matrix Article Reviewed

No.	Title	Author (year)	Context/ Taxonomies adopted of CSs	Participant/ Instrument/ Research Design/ Data Analysis	Aims	Research Questions and Findings	Conclusion	Implication
1	Communication Strategies Among EFL Students -An Examination Of Frequency Of Use And Types Of Strategies Used	Hua, T. K., Mohd Nor, N. F., & Jaradat, M. N. (2012)	International students at Universiti Kebangsaan Malaysia, a public university in Malaysia Tarone (1980), Tarone (1977), Faerch and Kasper (1983), and Willems (1987)	A group of ten low proficient Arabic speakers of English and a group of ten high proficient Chinese and Arabic speakers of English. (1). Audio recordings of oral group discussions, And (2). a self-report questionnaire. Mixed-method The data were analyzed using SPSS version 19.	This study investigated how and when oral communication strategies are used in group discussions by international students at University Kebangsaan Malaysia, a public university in Malaysia. It aims to examine the differences in the use of communication strategies between high and low proficient speakers.	<i>The types and frequency of use of CSs by low proficient (LP) and high proficient (HP) international students</i> To examine the CSs that the interlocutors used in the group discussion, the CS typology proposed by Tarone (1980) and Tarone (1977), Faerch and Kasper (1983), and Willems (1987) was used for the analysis of the data. The classification contained ten types of CSs: (1) topic avoidance, (2) message abandonment, (3) code switching, (4) literal translation, (5) word coinage, (6) approximation, (7) appeal for assistance, (8) self-repair, (9) use of all-purpose word, and (10) circumlocution. The findings revealed that all the ten types of CSs were used in the oral discussions by both HP and LP speakers. The most frequently used was code switching strategy which was used 135 times (17.64%), followed by literal translation strategy 120 times (15.68%), and the least used CS, word coinage, at 21 times (2.74%). To facilitate discussion of CS utilized by the speakers of the two levels of proficiency, data are presented separately. The result indicated that the highest level of CS used by LP learners is allocated to code switching by a frequency of 101 (19.06%), while the lowest level goes to word coinage by a frequency of 14 (2.64%). However, In order to know if the students with different levels of oral proficiency make different uses of CSs, the application of CSs by the HP speakers were viewed separately. The results in Table 4 indicated that the highest level of CS used by LP learners is allocated to self-repair by a frequency of 47(19.92%), while the lowest level goes to word coinage by a frequency of 7 (2.97%) and Use of All-Purpose Word at 10 (4.24%). The findings of this study indicated that international students at UKM employed ten types of CSs among the twelve types adapted from Tarone (1980) and Tarone (1977), Faerch and Kasper (1983), and Willems (1987). These CSs are topic avoidance, message abandonment, code switching, literal translation, approximation, circumlocution, word coinage, use of all-purpose words, and appeal for assistance and self-repair. <i>The different levels of oral proficiency affect the use of CSs from two aspects:</i> (1) The frequency of use: The total number CSs employed by the learners with a low level of oral proficiency greatly outnumbered the CSs employed by the learners with high levels of oral proficiency. (2) Selection of types of CSs. There is a difference in the selection of the types of CSs by the two groups of students: the HP speakers and the LP speakers. Students with a low level of oral proficiency used interlingua CSs significantly more than those with a high level of oral proficiency. Intralingua strategies were employed more often by those with HP level.	The findings of this study have implications in the field of foreign language teaching for higher education, particularly UKM, her lecturers and international students. Raising awareness of international students of the communication problems they might come across and of the advantages for applying different CSs to overcome their communication problems in different contexts can be included as part of the teaching agenda. The ability to choose more appropriate CSs and to use them in a more creative and efficient way are useful skills that these students can acquire. The findings of this research also invite all of those who are interested to further validate and verify the results at a larger scale across varied levels of proficiency among not only international students, but also local students.	This implies that international students studying at Universiti Kebangsaan Malaysia (UKM) need to be made aware of the use of communication strategies depending on their level of proficiency and the fact that raising the awareness of both low proficient and also high proficient speakers to strategies that are used by speakers of different proficiency levels may well help ease communication.
4	The impact of English proficiency on the use of communication strategies: An interaction-based study in Turkish EFL context	Uztosun, M., & Erten, İ. (2014)	Turkish EFL context Dörnyei and Scott's (1997)	25 students volunteered to participate. Participants were university students at English Language Teaching Department (ELT) at a university in Turkey.	The present study investigated communication strategies employed by Turkish EFL learners and aimed at revealing the relationship between language proficiency and the	The results of Kruskal-Wallis test illustrated that participants use particular strategies such as 'use of fillers', 'self-repair', and 'self-repetition'. Proficiency level was not found as a factor influencing learners' strategy choice but significant differences were found in three strategies: 'message reduction', 'topic avoidance', and 'hmm'. These findings allow for generating implications for issues to consider in designing classes.	The objectives of the present study were twofold: (a) profiling CSs used by Turkish EFL learners, (b) revealing the role of proficiency level on the use of CSs. The overreliance on six individual strategies confirms that Turkish EFL learners have limited CS repertoires: they frequently use CSs to gain time during	This study revealed that Turkish EFL learners have limited repertoire of CSs and rely on particular strategies to overcome communication problems. This may be related to learners' educational background, in that they may not find opportunity to practise using different

			<p>Story-telling was utilised because it requires 'mutual understanding' which is one of the characteristics of everyday communication.</p> <p>Quantitative</p> <p>Content analysis was used to explore the similarities and differences between participants.</p>	<p>use of communication strategies.</p>	<p>1. Which CSs are used more frequently by Turkish EFL learners?</p> <p><i>The frequency of the use of strategies</i></p> <p>Participants relied on particular strategy categories. More than half of the strategies employed in the study were direct strategies, followed by indirect and interactional strategies. The dependence on direct strategies shows that the main reason for implementing CSs was the lack of knowledge. This is because direct strategies involve strategies that enable speakers to compensate the gaps in knowledge. The majority of direct strategies employed in the present study were "resource deficit-related strategies" (e.g. Message reduction; circumlocution; approximation; code switching; mime). "Own performance problem-related strategies" (Self-rephrasing; self-repair) were the other popular category of direct strategies, which shows that it was not interlocutors' but speakers' lack of knowledge that led to the high frequent use of direct strategies in this study. Other popular category was 'processing time pressure-related strategies' (Use of fillers; repetitions) as indirect strategy. The great majority of interactional strategies employed in the study were 'other performance problem-related strategies' (Asking for repetition; guessing; responses), following 'own-performance problem-related strategies' (Comprehension check; own-accuracy check). This shows that participants mostly employed interactional strategies when there was a communication problem emerging from interlocutor's performance or comprehension of the intended message.</p> <p>Besides popular strategy categories, the use of individual CSs is also worth considering as they profile participants' strategy repertoires. The frequency analysis of the communication strategies used by all participants in the study revealed that 1,516 CSs were employed in total. Interestingly, out of 40 different strategies, participants relied solely on six strategies and 76.7% of strategies employed in the study were these popular strategies.</p> <p>'Use of fillers' was the most popular strategy in this study. These strategies are not related to speakers' lack of competence but employed when speakers need to gain time in conversations.</p> <p>Self-repair was the second popular strategy, having noticed the grammatical mistake, students repaired their utterance immediately. Implementing self-repair indicates learners' ability to monitor their performances. They seemed to be competent enough to identify their grammatical mistakes while speaking. However, high frequent use of self-repair also shows that students need to develop accuracy in speaking so that they can avoid incorrect utterances.</p> <p>Self-repetition has similar function to 'use of fillers'. Self-repetition was the third popular strategy in this study and participants frequently repeated their utterances. When asked about the reasons for repeating her utterances, Student 14 accepted that she "was thinking what to say next". High dependence on 'time-gaining' strategies shows that developing fluency is participants' one of the main communications needs. This is because fluent speakers do not make pauses, and hence, do not need to use stalling mechanisms to fill these pauses.</p> <p>Self-rephrase, was also employed frequently in the study. Participants employed this strategy when they noticed ambiguous points in their explanations. Speakers felt that a clarification was needed and restructured their utterances.</p> <p>Mime was also one of the popular CSs. In this study, mime was mostly used when the speaker had difficulty in recalling lexical items and participants expressed the intended message by using their body language. As confirmed by the speaker in stimulated recall interview, Student 1 could not remember the target word 'watch' and overcame this problem by using her body language.</p> <p>The final popular strategy was 'approximation'. The exchange between Student 10 and her interlocutor illustrates the function of approximation, in that Student 10</p>	<p>conversation, repair structural mistakes in their utterances, rephrase ambiguous points, exploit visual aids, and use alternative lexical item when they cannot recall the target vocabulary item. This study also revealed that proficiency does not affect the choice of CSs. However, significant differences were found in the use of three CSs: while LP learners rely more on avoidance strategies, HP learners use their body language more effectively.</p>	<p>CSs. To overcome this, appropriate classroom teaching procedures should be provided in which learners can build an awareness of the functions of different CSs and practise how to use CSs to overcome different communication problems. In doing so, as suggested by Chen (1990), teachers should avoid presenting highly structured activities but endeavour to provide authentic communicative environments so that students can experience communication problems. This will probably result in improving students' ability to use CSs, which makes it possible to develop their strategic competence (Bialystok, 1983; Canale & Swain, 1980).</p> <p>Popular strategies indicate learners' communicative needs. The majority of strategies employed in the study concerned compensating speakers' lack of competence in English and participants resorted to CSs especially when they needed to gain time in conversations. Additionally, participants frequently repaired their utterances and felt that further explanation was required to clarify their explanations. Addressing these issues should be one of the main concerns of curriculum designers and teachers and classes should be designed to improve learners' accuracy and fluency in speaking.</p>
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					<p>reported that she could not recall "wall painter" and instead she uttered "wall drier" as an alternative vocabulary item that may send the intended message to the interlocutor. Similarly, Student 8 and 17 used alternative vocabulary items instead of 'put up' and 'hit'.</p> <p>2. What is the difference between high and low proficient learners in CS use?</p> <p><i>The effects of proficiency level on the use of communication strategies</i></p> <p>As displayed in Table 5, no statistically significant differences were found between HP and LP participants in the use of communication strategies ($p > .05$). HP learners used more CSs ($f = 895$) than LP learners ($f = 623$). Although this study revealed no differences in overall strategy use, statistically significant differences were found in the use of three strategies. While HP participants employed 'mime' significantly greater than LP participants, 'message reduction' and 'topic avoidance' were used more frequently by LP students.</p> <p>The fact that LP learners employed both 'message reduction' and 'topic avoidance' significantly greater than HP learners was probably the reason why HP learners employed more CSs in this study. This was because, HP learners endeavored to describe the movies in detail, and hence, they dealt with more communication problems. Conversely, LP learners tended to avoid engaging in dialogues and summarized the main events. As a result, while the completion time of story-telling process of LP learners was 9 minutes on average, this was 13 minutes for HP learners. Although both Student 10 and 17 knew that there were other events that they could talk about, they skipped these to avoid any possible communication problems. Their retrospective comments confirmed that they wanted to complete the conversation as soon as possible.</p>		
7	Strategies For Coping With Face-To-Face Oral Communication Problems Employed By Thai University Students Majoring In English	Somsai, S., & Intaraprasert, C. (2011)	Rajamangala Universities of Technology in Thailand	<p>48 students studying at three different Rajamangala Universities of Technology in Thailand.</p> <p>A semi-structured interview was used for data collection. The obtained data were transcribed uncensoredly verbatim and translated from Thai into English.</p> <p>Qualitative</p> <p>After the interview process was completed, the researcher started transcribing the interview recordings uncensoredly verbatim, that is to say, the transcription involves outlining the basic 'intended meaning' of a recording of speech without attempting to represent its detailed contextual or interactional characteristics (Gibson & Brown, 2009)</p>	<p>The present study, which is exploratory in nature, primarily aimed at investigating how university students majoring in English for International Communication (EIC) cope with their face-to-face oral communication problems.</p> <p>Based on the results of the data analysis, the emergent strategies for coping with face-to-face communication problems were identified and classified into two main categories. The 24 individual strategies were eventually classified under two main categories: 1) strategies for conveying a message to the interlocutor and 2) strategies for understanding the message. The main category 1 was further subcategorized into two groups: 1.1) continuous interaction and 1.2) discontinuous interaction. The continuous interaction category comprises 11 individual strategies, 7 discontinuous interaction, and 6 individual strategies for understanding the message, respectively.</p> <p><i>Category 1: Strategies for conveying a message to the interlocutor</i></p> <p>Strategies for conveying a message to the interlocutor' are the strategies that a student, as a message sender, reported employing to get the intended message across to the interlocutors successfully either at the first attempt or after the first attempt with or without an intermission or a pause. While attempting to get the message across to the interlocutor, the student may or may not stick to the same topic of the conversation. The message sender could make more than one attempt before the intended message was successfully transmitted. Each attempt could be the repeated action or a series of different actions. This main category was further subdivided into two subcategories based on the continuation of the interaction with the interlocutor while the message sender was attempting to convey a message to the interlocutor. The two subcategories are: continuous interaction and discontinuous interaction. It should be noted that the sequences of strategy use were not necessarily fixed. Also, the strategies under the two subcategories could be used interchangeably. It depended entirely on the individual message sender, how difficult the message was, and the context in which the verbal interaction reportedly</p>	<p>Based on the role of the language learners when engaged in a conversation, i.e. as the message sender and as the message receiver, the results show two main categories of strategies for coping with face-to-face oral communication problems. The two groups of strategies employed for conveying a message to the interlocutor as the message sender: continuous interaction and discontinuous interaction subcategories and one group of strategies for understanding the message as the message receiver were reported.</p> <p>The present study attempts to explore strategies for coping with face-to-face oral communication problems employed by Rajamangala University of Technology students majoring in English for International Communication. Based on the results of the data analysis, 24 emergent strategies for coping with oral communication problems were identified and classified into two main categories: 1) strategies for conveying a message to the interlocutor and 2) strategies for understanding the message. The main category 1 was further subcategorized into two groups, i.e. 1.1) continuous interaction and 1.2) discontinuous interaction. The continuous interaction category comprises 11 individual strategies, the discontinuous interaction 7, and 6 individual strategies for understanding the message respectively. The implications of these findings are not exhaustive. It is suggested that language teachers can play an important role in raising students' awareness and encouraging their students to make use of strategies to cope with communication difficulties. As a result, the students' communicative competence may improve.</p>	<p>From these research findings, some pedagogical implications for the teaching and learning of English for Thai students regarding strategies to cope with face-to-face oral communication may be drawn. Both language teachers and language learners should be aware of what and how important CSs are in their oral communication. For language teachers, who are seen as the most important resource persons in the Thai learning culture (Intaraprasert, 2006), in order to raise their students' awareness, the teachers should set up a mini-conference for the English staff members, probably at least once a semester, to brain-storm and discuss CSs for their awareness of how important CSs are and how CSs can enhance their students' communicative competence. The teachers should recognize that different CSs may be differently beneficial for students. Furthermore, they should be encouraged to introduce CSs as part of classroom lessons to their students and, in the meantime, encourage the students to use CSs for situational classroom practice. This will provide the students opportunities for practice in CS use. As Dörnyei (1995, p.64) points out that "Providing opportunities for practice in strategy use appears to be necessary because CSs can only fulfill their function as immediate first aid devices if</p>

					<p>occurred.</p> <p>Subcategory 1.1: Continuous interaction strategies for conveying a message to the interlocutor. The strategies under this subcategory were employed to deal with communication breakdown and the student, as the message sender, demonstrated that he/she attempted to convey the intended message to the interlocutor without an intermission or a pause by using one of the strategies or a series of strategies under this subcategory to achieve the communicative purpose. In this subcategory, altogether eleven strategies emerged. The strategies include:</p> <ul style="list-style-type: none"> • Switching some unknown words or phrases into Thai • Correcting his/her own pronunciation, grammar and lexical mistakes • Using familiar words, phrases, or sentences • Using circumlocution • Using non-verbal expressions such as mime, gestures, and facial expressions • Referring to objects or materials • Drawing a picture • Repeating words, phrases, or sentences a few times • Spelling or writing out the intended words, phrases, or sentences • Using fillers • Appealing for assistance from the interlocutor <p>Subcategory 1.2: Discontinuous interaction strategies for conveying a message to the interlocutor</p> <p>'Discontinuous interaction strategies for conveying a message to the interlocutor' refers to the strategies that students reported employing when they failed to manage to get the message across to the interlocutor. The students reported using these strategies as an alternative. In using the strategies in this subcategory, the student was likely to discontinue the interaction with the interlocutor for a while in order to seek a way to convey the intended message to the interlocutor. Eventually, he/she could successfully get the message across to the interlocutor. The emergent strategies in this subcategory include:</p> <ul style="list-style-type: none"> • Keeping quiet while thinking about how to get a message across to the interlocutor • Speaking more slowly to gain time to think • Talking about something else to gain time to think • Appealing for assistance from other people around • Making a phone call to another person for assistance • Consulting a dictionary, a book, or another type of document • Thinking in Thai before speaking <p>Category 2: Strategies for understanding the message</p> <p>The strategies under this main category are those reported being employed in an attempt to understand the interlocutor's message. These strategies could be employed either while the message was being transmitted or after the message had already been transmitted. Seven strategies were reported being employed to achieve this purpose. They include:</p> <ul style="list-style-type: none"> • Trying to catch the interlocutor's main point • Noticing the interlocutor's gestures and facial expression • Asking the interlocutor for a repetition • Asking the interlocutor to slow down • Appealing for assistance from other people around to clarify the interlocutor's message • Asking the interlocutor to simplify the language 	<p>their use has reached an automatic stage". They should also be asked to examine the CS classification for the present study discussing what should be added so that the present CS classification will be more comprehensive and offer a wider selection for students. For language students, a mini-seminar on CSs should be held for them in order to encourage and help them to become aware of the potentials of CSs in their oral communication in English. During the seminar, the students should be provided opportunities to use CSs, and then identify and discuss the CSs that they have used based on the CS classification for the present study. They may also be asked to provide opinions on the CS classification for the present study in terms of usefulness and workability as well as add to the list some CSs which they think are missing. In addition, an informal talk with students about CSs should be held occasionally.</p>		
8	The Effect of Communication Strategy Training on the Development of EFL Learners' Strategic Competence and Oral Communicative Ability	Rabab'ah, G. (2016) Faerch and Kasper (1983); Dornyei and Scott (1997)	English in the Department of Linguistics at the University of Jordan	80 learners were divided into two groups. The strategy training group (n = 44) received CS training based on a training program designed for the purpose of the present research, whereas the	This study examines the effect of communication strategy instruction on EFL students' oral communicative ability and their strategic competence. The communication strategies targeted in the	The findings revealed that participants in the strategy training group significantly outperformed the control group in their IELTS speaking test scores. The results of the post-test transcription data also confirmed that the participants in the strategy training group used more CSs, which could be attributed to the CS training program. 1. How does explicit instruction in some communication strategies affect students' speaking proficiency? (Is teaching communication strategies pedagogically effective?)	To my knowledge, prior to this study no research was conducted to investigate the effect of interactional communication strategy training on language learners' strategic competence and oral communicative ability, particularly in EFL contexts, and more specifically Arabic English-speakers who are under-represented in CS research.	Both novice and proficient learners benefited from CS teaching. Therefore, the findings of the present research study have implications for language teachers, and syllabus designers. Teaching CSs to EFL learners, such as circumlocution, and interactional strategies (e.g., clarification request, confirmation checks, repair, guessing, asking for repetition,

			<p>control group (n = 36) received only the normal communicative course using Click On 3, with no explicit focus on CSs. Pre- and post-test procedures were used to find out the effect of strategy training on language proficiency and CS use. The effect of the training was assessed by three types of data collection: the participants' pre- and post-IELTS speaking test scores, transcription data from the speaking IELTS test, and 'Click On' Exit Test scores</p>	<p>training program included circumlocution (paraphrase), appeal for help, asking for repetition, clarification request, confirmation request, self-repair, and guessing.</p>	<p>IELTS Speaking Test Results</p> <p>The pre-test results show that there were no significant differences between the two groups. Therefore, any significant differences found after the experiment can be attributed to the treatment (Training). The experimental group scored higher mean scores than the control group on the four IELTS test components.</p> <p>The experimental group students' mean scores on the test components awarded by the assessor were the following: Fluency and Coherence (5.5), Lexical Resource (6.0), Grammatical Range and Accuracy (6.0) and Pronunciation (6.0). However, the control group students' mean scores were as follows: Fluency and Coherence (5.0), Lexical Resource (5.0), Grammatical Range and Accuracy (5.0) and Pronunciation (5.0). In general, the experimental group scored higher than the control group, 6/9 and 5/9, respectively. This shows that the experimental group outperformed the control group in the IELTS speaking test, which could be attributed to the benefits they gained from strategy training. The results of the statistical analysis revealed that there were significant differences between the experimental group and the control group in the four test components at alpha .05 in favor of the experimental group, which can be attributed to CS strategy training.</p> <p><i>2. What kind of impact does strategy training have on students' strategy use?</i></p> <p>The means and standard deviations for each strategy, viz., circumlocution (paraphrase), appeal for help, asking for repetition, clarification request, confirmation request, self-repair, and guessing.</p> <p>The descriptive analysis shows that the experimental groups gained higher mean scores than the control group in all strategies taught, implying that the experimental group used more communication strategies in the IELTS speaking post-test. And also reveals that circumlocution and self-repair yielded the highest mean in the post-test. This indicates that the group that underwent CS training used more strategies than the control group.</p> <p>The IELTS speaking posttest transcribed data showed that the experimental group students used communication strategies as devices to facilitate either their comprehension or production by having more time to think of other alternative ways or words to express their intended meaning. Communication strategies are also found to be effective strategies to maintain conversation and negotiate meaning. As can be seen in the following conversation between the IELTS examiner and one of the participants, the participant used confirmation request in "Do you mean villages?" to make sure that understood the question. It seems that the participant is not sure of the word rural, and that is why he resorted to confirmation request strategy. The interlocutor (examiner) confirmed that 'rural' means 'countryside or villages'. Actually, the use of this strategy has led to learning a new language item.</p> <p>The use of clarification request and negotiating meaning in the following examples also make the participant understand what is meant by some phrase.</p> <p>One of the most significant findings of this research is that the participants used a high number of self-repair strategies. When the participants recognized that they had made a mistake, they corrected themselves.</p> <p>The data also showed that most students in the experimental group used the seven taught communication strategies correctly. For example, in the following conversation between the IELTS examiner and a participant indicates that the participant used confirmation request in 'Do you mean characteristics of a good employer?', and circumlocution in 'he cares for his employees' instead of 'caring'. In fact, confirmation request was used effectively; it led to comprehension and successful interaction. Besides, the use of circumlocution was corrected by the examiner, and this also led to learning.</p> <p><i>Results of ANOVA Analysis of Strategy use on Pre- and Post-tests</i></p>	<p>The findings of the present research provided more evidence on the significance of CS teaching, and showed that EFL learners gain a lot as a result of CS teaching. I concluded that interactional CS usage in second language communication enables language users to achieve their communicative goals, negotiate meaning, and improve their communicative ability.</p> <p><u>In fact, the results of the study show that CSs in EFL interactions enable participants not only to solve communication problems, but also to test their hypotheses about language, or expand their knowledge to different contexts. Both novice and proficient learners benefitted from CS teaching. Therefore, the findings of the present research study have implications for language teachers, and syllabus designers. Teaching CSs to EFL learners, such as circumlocution, and interactional strategies (e.g., clarification request, confirmation checks, repair, guessing, asking for repetition, and appeal for help), would help them overcome language difficulties, as well as maintain and modify their output to achieve their communicative goals, which will ultimately lead to language acquisition. Teachers are also invited to raise their students' awareness towards these strategies, and provide them with their definitions and examples. They should also encourage their students to use them so that they learn how to negotiate meaning in order to arrive at the intended message and achieve mutual comprehension with their interlocutors. Furthermore, syllabus designers are also invited to integrate these strategies into the EFL syllabi so that language learners understand that such strategies are an essential part of everyday conversation for both native and nonnative speakers.</u></p>	<p>and appeal for help), would help them overcome language difficulties, as well as maintain and modify their output to achieve their communicative goals, which will ultimately lead to language acquisition. Teachers are also invited to raise their students' awareness towards these strategies, and provide them with their definitions and examples. They should also encourage their students to use them so that they learn how to negotiate meaning in order to arrive at the intended message and achieve mutual comprehension with their interlocutors. Furthermore, syllabus designers are also invited to integrate these strategies into the EFL syllabi so that language learners understand that such strategies are an essential part of everyday conversation for both native and nonnative speakers.</p>
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						<p>In order to examine the differences between the two groups pre and post experiment, ANOVA analysis was conducted for each strategy.</p> <p>The results of ANOVA on the IELTS speaking pretest show that there were no significant differences between the experimental group and the control group at alpha 0.05 in strategy use. This implies that both groups employed CSs equally. Thus, any differences in strategy use after the experiment could be attributed to CS training. Using ANOVA, the results of the post-test on communication strategy use are presented.</p> <p>The overall results of ANOVA on the posttest results showed that there were significant differences between the experimental group and the control group in favor of the experimental group in strategy use. However, the analysis revealed that there were no significant differences between the two groups in three strategies, namely, clarification request, confirmation request and guessing strategies at alpha .05 although it was evident the experimental group used more strategies. The comparisons showed that there were significant differences in circumlocution, appeal for help, asking for repetition and self-repair, implying that the experimental group benefitted from CS training.</p>	
9	Identifying Strategies That Facilitate EFL Learners' Oral Communication: A Classroom Study Using Multiple Data Collection Procedures	Nakatani, Y. (2010)	Japanese college students	62 female students Multiple data analysis quantitative	<p>This article considers whether the use of specific communication strategies can improve learners' English proficiency in communicative tasks</p> <p>1. What kinds of variables in learners' discourse contribute to oral proficiency development? 2. What is the relationship between the frequency of oral communication strategy use and posttest scores? 3. Are the retrospective verbal report protocols regarding oral communication strategy use equivalent across high- and low-proficiency students</p> <p>All participants' (n = 62) oral posttest scores were used as the dependent variable. The oral pretest scores, SLEP test scores, which were measures of general English proficiency, and the posttest discourse data, were used as independent variables. The discourse data included the production rate, the number of errors, and the use of achievement strategies and reduction strategies.</p> <p>Discourse Data <i>Production Rates.</i> Participants' production rates in their transcription data were counted by the number of words per c-unit, which indicates how many words the students used for an utterance. C-unit analysis was useful to assess the Japanese EFL students' performance, as their discourse consisted of many one-word utterances and incomplete sentences. Participants' false starts, slips, and unnecessary self-repetitions in an effort to buy time were excluded from the number of words because they were not deemed to have any pragmatic meaning.</p> <p><i>Number of Errors.</i> Students' errors were analyzed in the transcription data by measuring the number of global errors and local errors. The former represents serious errors in the content of utterances caused by learners' misunderstandings of the interlocutor's intention or expressions inappropriate to the context. The latter includes minor errors that do not affect the conversation flow seriously, such as the misuse of morphemes, tense, or prepositions.</p> <p><i>Strategy Use</i> As discussed earlier, CSs are divided into achievement and reduction strategies. The general consensus is that the former presents learners' active behavior in repairing and maintaining interaction; the latter reflects learners' negative behavior in avoiding solving communication difficulties, which is common among low-proficiency learners. Although the participants were encouraged to use positive CSs during the lessons, they occasionally used negative strategies when facing actual communication problems in the tests. These two types of strategies observed</p>	<p>These results were compared with participants' retrospective protocol data regarding their oral test performance. The findings confirmed that strategies for maintaining discourse and negotiation of meaning could enhance learners' communicative ability. Yet the students used a relatively small number of examples of modified output, which indicated that they might not have enough opportunities to improve the form of their utterances</p> <p>As there was no control group, the findings of this study should be taken as suggestive rather than definitive. The results of the multiple data analyses dealing with the transcription data, OCSI data, and retrospective protocol data were mutually supportive in general. The stepwise multiple regression analysis for discourse data showed that the use of response for maintenance and signals for negotiation strategies were significantly related to the oral test scores. High-proficiency students showed clear awareness of using strategies to fill communication gaps and negotiate meaning to enhance mutual understanding both on the questionnaire and in their retrospective protocols. Thus, the frequent use of specific OCSs, such as making efforts for maintaining conversation flow and negotiation of meaning, could contribute to the oral proficiency development of EFL learners with sufficient proficiency. It can be assumed that the integrated OCS approach, which includes strategies for negotiation as well as communication enhancers, is beneficial for EFL training.</p> <p>However, there is still room for argument concerning how strategies for negotiation lead to TL development. Negotiation over grammatical morphology is rare, which may not offer learners opportunities to develop TL forms. In this study, the students used modified output when they received signals for negotiation from the interlocutor. Yet, it is still unclear whether such behaviors could develop learners' TL accuracy. Although negotiation devices help learners obtain opportunities to modify their previous utterances, they may not be necessarily indicative of the development of their accuracy. Overall, it can be safely said that negotiation strategies provide learners with opportunities to attend to TL form and to relationships between the form and meaning, after having noticed the usefulness of these</p>	<p>This classification has useful pedagogical implications: Instead of forcing learners to practice conversation randomly, we should introduce tasks that aim at improving known communication problems.</p>

				<p>in the discourse data were subcategorized into several strategies based on previous representative studies (e.g., Bialystok, 1983; Dornyei & Scott, 1997; Faerch & Kasper, 1983a; Tarone, 1980).</p> <p>Achievement Strategies. The following categories were classified as achievement strategies: Help-seeking strategies, signals for negotiation, modified output, time-gaining strategies, response for maintenance strategies, and self-repairing strategies.</p> <p>Help-Seeking Strategies. There were two types of help-seeking strategies: Appeal for help and asking for repetition. The former was used when seeking interlocutors' assistance to solve problems caused by a lack of TL knowledge. The latter was used when requesting repetition after not hearing or understanding what a partner said.</p> <p>Signals for Negotiation. Interlocutors sent signals for negotiation in an attempt to overcome communication difficulties. As discussed earlier, such strategies consisted of confirmation checks, comprehension checks, and clarification requests.</p> <p>Modified Output. When responding to partners' signals for negotiation, interlocutors modified their previous utterance to improve mutual understanding and continue the interaction. The use of modified output could lead them to improve IL morph syntax by manipulating it in creative and complex ways.</p> <p>Time-Gaining Strategies. the participants were encouraged to use these strategies, or "fillers," fillers such as "Let me see ...," and filled pauses such as "Umm ...," enabled them to keep the conversation going instead of giving up their communication.</p> <p>Response for Maintenance Strategies. Two types of strategies comprised a response for maintenance: providing active response and shadowing. The former was characterized by making positive comments or using other conversation gambits such as "I see" and "It sounds good." The latter consisted of exact, partial, or expanded repetition of the interlocutor's preceding utterance to show the listener understands of important issues. Therefore, shadowing is functionally different from other types of repetition such as false starts and self-repetitions.</p> <p>Self-Repairing Strategies. Even without receiving signals for negotiation, participants sometimes noticed their own problems caused by insufficient linguistic resources. They used self-repairing strategies to solve problems without the interlocutor's help. These strategies were different from modified output, which were only introduced when receiving a signal for negotiation. Participants tried to find relevant linguistic items or expressions by using paraphrase, approximation, and restructuring. Paraphrase takes the form of exemplification or circumlocution in describing characteristic properties or functions of an intended term. Approximation is a strategy in which learners use an alternative expression that has similar semantic features to the intended term. Restructuring is used when learners realized their own difficulty in completing a sentence and switch to another expression to communicate the intended message.</p> <p>Reduction Strategies. used in this study consisted of the following: Message abandonment strategies, first-language (L1)-based strategies, and IL-based reduction strategies. As these strategies did not seem to facilitate EFL learners' interaction, they were not taught during the lessons. However, they emerged in the testing phase, during which the participants had a lot of pressure.</p> <p>Message Abandonment Strategies. When facing problems in the TL, participants avoided engaging in communication and used message abandonment strategies. When they were not able to find appropriate forms or rules, they stopped in midsentence and left a message unfinished. They sometimes paused for a long time without appealing to the interlocutor to help finish the utterance. In the most extreme cases, they kept silent without any response.</p> <p>L1-Based Strategies. First-language-based strategies refer to resorting to the use of the L1 (in this case, Japanese) for a lexical item when experiencing communication</p>	strategies.	
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					<p>difficulties. The participants occasionally used Japanese either intentionally or unintentionally.</p> <p>IL-Based Reduction Strategies. Interlanguagebased reduction strategies occur when learners face communication problems due to a lack of linguistic resources associated with lower proficiency. They sometimes avoid using certain language structures or specific topics. By cutting out some intended elements, they occasionally produce inappropriate word order based on their IL system.</p> <p><i>Another finding in this study are:</i></p> <p>To measure the traits of students' OCS use through reliable and valid data, the OCSI was developed by factor analysis, using 400 Japanese EFL students' self-reported data. The OCSI consists of two different parts: Strategies for coping with speaking problems, with 32 items, and strategies for coping with listening problems, with 26 items. Each part is divided into several factor dimensions based on the factor analysis, with the intention that each factor would have an adequate number of items to facilitate more in-depth understanding of OCS use. The speaking part includes the following eight factors: Social affective, fluencyoriented, negotiation for speaking, accuracy-oriented, message reduction and alteration, nonverbal message for speaking, message abandonment, and attempt to think in English strategies.</p>	
2	Communication strategies in a multimodal virtual communication context	Shih, Y. (2013)	At a national university in Taiwan	<p>Using VEC3D as a platform, this study examines the influence of task type on the use of communication strategies (CSs) in a 3D virtual environment that enables English as Foreign Language learners to employ multiple communication modalities.</p> <p>The findings shed light on how task type influences learners' use of verbal CSs, including gambits/fillers, appealing for assistance, paraphrasing, borrowing, avoidance, and all-purpose words, as well as non-verbal CSs in the form of haptic, kinesics, paralinguistic, and object communication, as means of avoiding communication breakdowns during virtual events. The results reveal that roleplay tasks elicited more CS use from learners than open-ended discussion tasks.</p> <p>The learners employed diverse types of verbal and non-verbal CSs, simultaneously or by turns, to facilitate multimodal communication.</p> <p><i>Non-verbal communication strategy</i> The collected video data illustrate that non-verbal CSs were the most frequently used, although all four different types of non-verbal communication occurred in this setting. Non-verbal CS use was observed in the form of haptics, kinesics, paralinguistic, and object communication. Showing the four most frequently used non-verbal communication channels for non-verbal CSs, in descending order. These were kinesics-eye behaviors (0.148 per minute), paralinguistic (0.121 per minute), kinesics-gestures (0.104 per minute), and kinesics-facial expressions (0.065 per minute).</p> <p><i>Verbal communication strategy</i> Verbal communication strategy: gambits and fillers To gain time to think in real-time communication, students used gambits and fillers as a CS to make the conversation flow more smoothly. These tactics varied in terms of both duration and function, and occurred most frequently among the verbal CSs. These fillers helped learners avoid awkward pauses, allowed them to hesitate before speaking, and/or earned them time to formulate their phrasing. Fillers and gambits fulfilled linguistic and interactional functions in learners' conversations. However, we also observed that many "stand-alone" fillers and gambits were nevertheless followed by communication breakdowns, caused mainly by students' failure to determine how to say something in English in a timely manner.</p> <p>Verbal communication strategy: appealing for assistance The second most frequently employed verbal CS was "appealing for assistance". These appeals included any request for information or any reply that ended with a question mark such as "What is .?" and "How do I.?" Appeals in the form of requests to have someone repeat what had just been said previously were used frequently. Learners also used bodily actions such as gesturing, touching and making eye contact to request assistance from their partners.</p>	<p>VEC3D lends itself to multimodal communication and CS acquisition by offering authentic context within a virtual environment. We present a method for constructing an optimal context in which EFL learners can employ CSs that ensure conversation continuity by multimodal communication. The authentic context, synchronous written and spoken communication, and non-verbal communication provided by VEC3D all play critical roles in CS acquisition. Use of CSs frequently helped EFL learners reach their communicative goals in real-time conditions and under time pressure.</p> <p>We sought to establish a conceptual model that explicitly identifies multimodal communication forms and CS applications, including verbal and non-verbal CSs, in virtual environments. This work presents a comprehensive framework for detailing and analyzing CS use in this innovative context. This research specifically presents findings regarding various CSs employed by Taiwanese EFL learners using VEC3D. We identify the most frequently used CSs in this virtual multimodal EFL context and describe the effect of task type on CS use in the multimodal virtual environment setting.</p> <p>The results of the present study have practical implications for the future application of multimodal communication, and extend knowledge on both the use of verbal and non-verbal CSs and role-playing task integration and performance in the context of CS training for EFL learners completing communication tasks. The close integration of multimodal communication with role-playing in virtual environments represents a promising approach to enhancing CS use. This study is an important touchstone for pedagogical practice and points</p>	

					<p>Verbal communication strategy: paraphrasing The third most frequently occurring (0.239 per minute) verbal CS used by participants was paraphrasing. That is to say, when experiencing difficulties during attempts to describe a target item or action, learners rephrased messages using alternative words, structures, or expressions, even though the rephrased communication did not necessarily consist of more precise or direct language. In particular, two subsets of the paraphrasing category, circumlocution (is a CS whereby a learner encountering a communication problem bypasses it by relying on improper or inadequate use of the target language) and approximation (as the target language vocabulary items or structures (that share semantic similarity with the acceptable vocabulary) that the participants actually used).</p> <p>Verbal communication strategy: borrowing The fourth most frequently occurring verbal CS used by participants was "borrowing" which can be divided into two constituent subcategories: language-switching and literal translation. In terms of languageswitching, an analysis of chat log transcripts revealed that participants' frequently relied on language- and code-switching into their L1 (Mandarin Chinese). In numerous cases, a language-switch was accompanied by an appeal for assistance, generally in the form of a request to translate from L1 to the target language. As for literal translation, the participants frequently resorted to translating word for word from their L1 into English.</p> <p>Verbal communication strategy: avoidance Learners less frequently applied avoidance strategies, including message abandonment and topic avoidance, when they were incapable of expressing themselves or had problems using an English language item or structure. In cases of avoidance, learners simply left the problematic topics behind, and moved on to new topics to maintain the conversations. However, the fact that communication breakdowns frequently followed message abandonment suggests that learners sometimes struggled to use this strategy effectively. The ability to use the strategy of abandonment to move smoothly from one message/topic to another requires that the learner possess the ability to think quickly on his or her feet, often relying on time-gaining strategies.</p> <p>Verbal communication strategy: all-purpose words All-purpose words and phrases were the least frequently used CS in this study. These words and phrases serve as replacements for lexical items unknown to the learners. Use of all-purpose words was frequently accompanied by body language.</p> <p>Communication task type and communication strategy use In looking at task type, the results of the Wilcoxon Signed Rank Test indicate a significant difference, with mean scores for the role-play and the discussion tasks with respect to all CSs used. This work finds a statistically significant difference between the mean ranks. of occurrences of all CSs used by all learners per minute for the role-playing and discussion task conditions. The learners used more CSs during role-play than they did during discussion. Moreover, we examined how often each type of CS was used per minute for the two different task types. The Wilcoxon Signed Rank Test was used to investigate differences within each CS type for role-play and discussion tasks.</p> <p>Showing that the null hypothesis is rejected and a significant difference exists between the following CS types: non-verbal CSs, appealing for assistance, paraphrasing, borrowing, avoidance, and all-purpose words. These results indicate that task type affects CS use, with the exception of gambits/fillers. This might be explained by the minor difference observed in learners' use of gambits/fillers under roleplaying and discussion conditions, with the mean occurrence of gambits/fillers in role-playing tasks being slightly higher than in discussion tasks. The learners used more gambits/fillers under the role-playing condition than they did under the discussion condition. These results may be interpreted as suggesting that the flexibility of gambits or fillers in both task types is useful for filling pauses, gaining time to think of what to say and how to say it, and maintaining the conversational floor.</p>	<p>to the tremendous potential of integrating the multimodality afforded by the new technology of the proposed system with role-playing tasks. By their exposure to the hybrid task-based context (provided via the integration of multimodal CMC and virtual environments), users are afforded abundant opportunities to increase their CS use and learn from the input provided by the system. The present study therefore serves as a reference point for language teachers who wish to improve their own practice by integrating related technologies and role-playing tasks into English classrooms to elicit student communication and CS use to develop learners' communicative competence and interlanguage.</p>	
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Appendix 3 Table 3.4 Example of categorized the types of communication strategies used by a code (Green coloms for F2F studies, Orange for online studies), includes the articles Code (A1 -35 for F2F studies, B36 – B43 for virtual studies) and the titles, the taxonomies, the chategoies, the description, and the example for further analysis.

No./code/Author	Taxonomies/Category/types	Chategory	Description	Example
A1 Fernandez Dobao, A. M. (2001)	Tarone (1977) and Corder (1978)	The categories from Tarone (1977) and Corder (1978)	The description based on the Taxonomy	
1	Topic avoidance	Avoidance strategies	The learners refrain from talking about the topics which they may not be able to continue for linguistic reasons.	"wears a... pair of enormous trousers" (braces).
2	Message abandonment	Avoidance strategies	The interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up.	"a shirt with... eh... umm... I don't know" (braces).
3	Approximation	Achievement strategies <i>Paraphrase</i>	The learners employ an L2 word which is semantically in common with the targeted lexical item.	"You can see aaa... a pigeon hole" (letterbox).
4	Word coinage	Achievement strategies <i>Paraphrase</i>	The learners coin a non-existing L2 word by overgeneralization.	"houseshoes" (slippers).
5	Circumlocution	Achievement strategies <i>Paraphrase</i>	The learners describe or exemplify the action or object instead of using the right L2 structure or item.	"aaa... a Jesay... without sleeves" (waistcoat).
6	Borrowing	Achievement strategies <i>Conscious transfer</i>	Repeat the uttarances.	"a bit more... a bit more debilish <i>no well</i> " (weak).
7	Code-switching	Achievement strategies <i>Conscious transfer</i>	The learners use an L1 word or phrase with an L1 pronunciation	"and he has mm...umm... <i>unha pucha</i> " (cap).
8	Appeal for assistance	Achievement strategies <i>Conscious transfer</i>	The learners turn to partners for assistance.	The learners asks the interlocutor for lexical help.
9	Mime	Achievement strategies <i>Conscious transfer</i>	When speaking English, these learners can use eye contact in order to attract the attention of their listener. The participants use gestures or facial expressions to give hints and help the listener guess what they want to say.	The learners uses a gesture on any other paralinguistic form
A7 Nakatani, Y. (2010)	Bialystok, 1983; Dornyei & Scott, 1997; Faerch & Kasper, 1983a; Tarone, 1980)	The types and categories found within the study		
1	Appeal for help	Achievement Strategies <i>Help-seeking strategies</i>	The former was used when seeking interlocutors' assistance to solve problems caused by a lack of TL knowledge.	I'm sorry. Speak slowly, please.
3	asking for repetition	Achievement Strategies <i>Help-seeking strategies</i>	The latter was used when requesting repetition after not hearing or understanding what a partner said.	Please say that again.
4	confirmation checks	Achievement Strategies signals for negotiation	Interlocutors sent signals for negotiation in an attempt to overcome communication difficulties.	You mean there is no bargain tour?
5	comprehension checks	Achievement Strategies signals for negotiation	Interlocutors sent signals for negotiation in an attempt to overcome communication difficulties.	You see what I said?
6	Clarification requests.	Achievement Strategies signals for negotiation	Interlocutors sent signals for negotiation in an attempt to overcome communication difficulties.	What does it mean?
7	modified output	Achievement Strategies	When responding to partners' signals for negotiation, interlocutors modified their previous utterance to improve mutual understanding and continue the interaction. The use of modified output could lead them to improve IL morph syntax by manipulating it in creative and complex ways.	Travel agent: Sorry? What did you say? Customer: <i>I thought the tour started at 9 o'clock not 10 o'clock.</i>
8	Fillers	Achievement Strategies <i>time-gaining strategies</i>	As Dornyei (1995) pointed out, when learners have difficulties, they need to use specific strategies to gain time to think and to keep the communication channel open.	"Let me see ..."
8	filled pauses	Achievement Strategies <i>time-gaining strategies</i>	Filled pauses such as "Umm ..." enabled them to keep the conversation going instead of giving up their communication	"Umm ..."
9	active response	Achievement Strategies <i>Response for maintenance strategies</i>	The former was characterized by making positive comments or using other conversation gambits such as "I see" and "It sounds good." The latter consisted of exact, partial, or expanded repetition of the interlocutor's preceding utterance to show the listener understands of important issues.	"I see. It sounds good to me."
10	Shadowing	Achievement Strategies <i>Response for maintenance strategies</i>	Shadowing is functionally different from other types of repetition such as false starts and self-repetitions.	Travel agent: ... and it arrives at Los Angeles at 10:00 o'clock. Customer: <i>Los Angeles</i> at 10:00. I'd like to join the tour Disneyland at 10:00.
11	paraphrase	Achievement Strategies <i>Self-Repairing Strategies</i>	Paraphrase takes the form of exemplification or circumlocution in describing characteristic properties or functions of an intended term.	I want to use ... traveler's <i>paper money</i> . (instead of check)
12	approximation	Achievement Strategies <i>Self-Repairing Strategies</i>	Approximation is a strategy in which learners use an alternative expression that has similar semantic features to the intended term.	What is time for my <i>start</i> ? (instead of departure)
13	restructuring	Achievement Strategies <i>Self-Repairing Strategies</i>	Used when learners realized their own difficulty in completing a sentence and switch to another expression to communicate the intended message.	Do you any ... <i>Do you have any information?</i>

No./code/Author	Taxonomies/Category/types	Category	Description	Example
14	Message abandonment	Reduction Strategies	When facing problems in the TL, participants avoided engaging in communication and used message abandonment strategies. When they were not able to find appropriate forms or rules, they stopped in midsentence and left a message unfinished. They sometimes paused for a long time without appealing to the interlocutor to help finish the utterance.	Travel agent: ... There is no bargain tour available. Customer: [long pause]
15	first-language (L1)-based strategies	Reduction Strategies	First-language-based strategies refer to resorting to the use of the L1 (in this case, Japanese) for a lexical item when experiencing communication difficulties. The participants occasionally used Japanese either intentionally or unintentionally.	Travel agent: There is no bargain tour. Customer: Bargain? L. <i>wakaranai</i> ... (I don't know)
16	IL-based reduction strategies	Reduction Strategies	IL-Based Reduction Strategies. Interlanguagebased reduction strategies occur when learners face communication problems due to a lack of linguistic resources associated with lower proficiency. They sometimes avoid using certain language structures or specific topics. By cutting out some intended elements, they occasionally produce inappropriate word order based on their IL system.	Travel agent: Your flight arrives at 10 o'clock at Los Angeles. Customer: 10 o'clock .../I'd like to 9 o'clock.
A19 Uztosun, & Erten, (2014)	Dörnyei and Scott's (1997)	The categories from Dörnyei and Scott's (1997)	The description based on the Result of this study	The example based on the Result of this study
1	Mime	DIRECT STRATEGIES: <i>Resource deficit-related strategies</i>	Mime was mostly used when the speaker had difficulty in recalling lexical items and participants expressed the intended message by using their body language	"The woman was a err [showing her hair] hair dresser." (Student 5) "... and he says what are you doing here and err look at his err [showing watch] [laugh] clock." (Student 1)
2	Approximation	DIRECT STRATEGIES: <i>Resource deficit-related strategies</i>	Speakers use an alternative vocabulary item that could serve the purpose of sending the intended message	I: "What is his job?" S: "Wall drier" (Student 10). "And err the man err was trying to make a tent ". (Student 8) "He kicks the ball wrongly and cannot kick the ball". (Student 17)
3	Message reduction	DIRECT STRATEGIES: <i>Resource deficit-related strategies</i>	Learners endeavored to describe the movies in detail, and hence, they dealt with more communication problems.	-
4	Topic avoidance	DIRECT STRATEGIES: <i>Resource deficit-related strategies</i>	Learners tended to avoid engaging in dialogues and summarized the main events	"The painter man try to do err learn golf the small area and he is able to play. That's all ." (Student 17)
5	Self-rephrase	DIRECT STRATEGIES: <i>Own performance problem-related strategies</i>	Which is repeating a term by adding something or paraphrasing	"Then she the hairdresser show her hairs new err her new hair style." (Student 3) "Later on we see that man I mean the husband ." (Student 2)
6	Self-repair	DIRECT STRATEGIES: <i>Own performance problem-related strategies</i>	Self-initiated corrections and use modified output to correct their utterances. Also having noticed the grammatical mistake, students repaired their utterance immediately.	"In fact there was a camping, there were there was a tent with them." (Student 1) "The girls want to wants to go on a holiday." (Student 6)
7	Self-repetition	INDERECT STRATEGIES: <i>Processing time pressure-related strategies</i>	Self-repetition has similar function to 'use of fillers'. Instead of uttering non-lexicalized fillers, speakers repeat a word or a phrase in order to fill pauses in conversations	"And also while she is trying err while she is trying ." (Student 14). " The first couple's the first couple's man who sits in the restaurant couldn't manage to play tennis." (Student 13)
8	Use fillers	INDERECT STRATEGIES: <i>Processing time pressure-related strategies</i>	These strategies are not related to speakers' lack of competence but employed when speakers need to gain time in conversations.	"He is err [body language] err drinking." (Student 1) "... she is a very energetic woman err I think she is err she looks as if she is a doing some sports." (Student 12)
A23 Khoiriyah (2015)	Dörnyei (1995)		Dörnyei (1995)	
1	Non-linguistic signal (gesture and facial expression)	Non-linguistic signal	Non-linguistic signal (gesture and facial expression)	He used his hand and said "the student is very enjoy, very happy because ..."
2	Literal translation	-	Literal translation	"The student is very enjoy"
3	Code switching	-	Code switching	"The teaching activities not monoton ."
4	Appeal for help	-	Appeal for help	"Their idea...e...apa?"
5	Time gaining (fillers)	Time gaining	Time gaining (fillers)	"I will choose the role play to the model of classroom interaction because in the role play ... em... the teaching activities not monoton."
6	Message abandonment	-	Message abandonment	"The teacher must give the...feedback...(in this part a friend next to him helps by saying 'feedback') to the student so if you throw the ball may be the student gets the ball and the student should answer. So, I think, it is very effective."
7	Topic avoidance	-	Was indicated by changing the sentence "I will answer the question number (paused) to I will answer the question from." He did not finish the first idea and moved to the new idea to complete the utterance because he found some difficulties in delivering his idea.	"I will answer the question number. .e., the question from siapa namanya? How effective the snowball in classroom interaction." (He did not finish the first idea and moved to the new idea)
A24 Maldonado, (2016)	Dörnyei and Körmös' (1998).	The categories from Dörnyei and Körmös' (1998)	The description based on the Result of this study	The example based on the Result of this study
1	Direct appeal for help	L2 resource deficit strategies (Beginner)	Turning to the interlocutor for assistance by asking an explicit question concerning a gap in one's L2 knowledge.	NNS1: You said you are a bad teacher? No, you are a good teacher NNS2: But sometimes I don't have the pa paciencia Haha {looks at his classmates} NS: The what? NNS1: Passion? NNS2: Passion paciencia {asks the interlocutor} NS: Ahhh patience

No./code/Author	Taxonomies/Category/types	Category	Description	Example
2	Code switch	L2 resource deficit strategies (<i>Beginner</i>)	Including L1 or L3 words with L1 or L3 pronunciation in L2 speech; this may involve stretches of discourse ranging from single words to whole chunks and even complete turns.	NNS2: Patience NNS1: You said you are a bad teacher? No, you are a good teacher NNS2: But sometimes I don't have the pa paciencia! Haha {looks at his classmates} NS: The what? NNS1: Passion? NNS2: Passion paciencia! {asks the interlocutor} NS: Ahhh patience NNS2: Patience
3	literal translation	L2 resource deficit strategies (<i>Beginner</i>)	Translating literally a lexical item, an idiom, a compound word, or a structure from L1 or L3 to L2.	-
4	Message abandonment	L2 resource deficit strategies (<i>Beginner</i>)	Leaving a message unfinished because of some language difficulty.	-
5	Self-repetition	<i>Processing time pressure</i> (<i>Beginner</i>)	Repeating a word or a string of words immediately after they were said.	NNS1: Yeah but I don't know eh which lan language! I'm going to choose with, in my, with my, in my whole,
6	Unfilled pauses/laughed	<i>Processing time pressure</i> (<i>Beginner & intermediate</i>)	Remaining silent while thinking (<i>Beginner</i>). Using filling words or gambits to fill pauses, to stall, and to gain time in order to keep the communication channel open and maintain discourse at times of difficult, and lengthening a sound in hesitation (<i>Intermediate</i>). Exemplifying, illustrating. Or describing the properties of the target object or action.	NNS1: Yeah but I don't know ehhh which lan language
7	Circumlocution	L2 resource deficit (<i>Pre-intermediate level</i>)	Using a L1 or L3 word by adjusting it to L2 phonology (i.e., with a L2 pronunciation) or morphology.	NS: What did you say? NNS1: I was asking how to say 'pituto' NS: ah pi-tu-to {she repeats it more slowly} NNS1: "pituto is like when you had something that eh eh eh" NS: so did you talk to them or just listened? NNS3: just listen and try to, to be polite and don't eh eh to be disimulet! To be ignored! NS: ah right NNS2: import from agentina, argentina , it's going to be ex, more expensive.
8	Foreignising	L2 resource deficit (<i>Pre-intermediate level</i>)	Making self-initiated corrections of accidental lapses in one's own speech.	
9	Error-repair	Own-output problems (<i>Intermediate</i>)		
A25 Rabab'ah, G. (2016)	Faerch and Kasper (1983) and Dornyei and Scott (1997)	The types and categories found within the study	Faerch and Kasper (1983) and Dornyei and Scott (1997)	The example based on the Result of this study
1	Circumlocution (paraphrase)	Achievement strategies	The use of circumlocution was corrected by the examiner, and this also led to learning.	Participant: Ok. I like my employer to respect his employees, be fair to all, smart and er ...er... he cares for his employees.
2	Appeal for help	Interactional strategies		-
3	Asking for repetition	Interactional strategies		-
4	Clarification request	Interactional strategies	The use of clarification request also makes the participant understand what is meant of several utterances.	-
5	Confirmation request	Interactional strategies	Confirmation request was used effectively; it led to comprehension and successful interaction.	Examiner: What are the advantages and disadvantages of living in a rural area? Participant: Do you mean in villages?
6	Self-repair (Self-correcting)	Achievement strategies	When the participants recognized that they had made a mistake, they corrected themselves.	Examiner: Do you work or you are studying? Participant: I studying. I mean I am studying.
7	Guessing	Interactional strategies		-
A26 Al-Alawi, R. A. (2015)	Canale and Swain (1980)		Canale and Swain (1980)	
1	Topic Avoidance	Avoidance	Topic Avoidance	(For example, in the picture description task, when they faced difficulty to express their ideas, they just described the next picture). "I can see in this picture a a (long pause) "trees" for "palm trees", "telephone" for "mobile phone", "more people in this place" for "a crowded place", "big houses" for "big buildings", "bag" "It is <i>ungood</i> place". "The drivers use this road to drive fast" "Some families visit this place to <i>change the weather</i> ". "/lae/ 'which means 'no' People go to the <i>Souq</i> to buy and sell things". "Souq" is the Arabic term referring to the "open market" "What does it mean?"
2	Message abandonment	Avoidance	Message abandonment	
3	Approximation	<i>Paraphrase (L2-based strategies)</i>	Approximation	
4	Word Coinage	<i>Paraphrase (L2-based strategies)</i>	Word Coinage	
5	Circumlocution	<i>Paraphrase (L2-based strategies)</i>	Circumlocution	
6	Literal translation	<i>Conscious transfer (L1-based strategies):</i>	Literal translation	
7	Code switching	<i>Conscious transfer (L1-based strategies):</i>	Code switching	
8	Foreignizing	<i>Conscious transfer (L1-based strategies):</i>	Foreignizing	
9	Appeal for help	<i>Conscious transfer (L1-based strategies):</i>	Appeal for help	
A32 Ugla, Abidin, & Abdullah, (2019)	Rabab'ah, (2001)	The categories from Rabab'ah, (2001)	The description based on the Result of this study	The Examples are based on the Result of this study
1	use of fillers	(The researcher did not found the detail explanation of this type to the table of Rabab'ah' (2001) taxonomy, but	Learners use this strategy to gain time and think about the target word during the oral communication.	Low proficient Student 12: I want to invite you to go with me to the Al-Zwarae Park.

No./code/Author	Taxonomies/Category/types	Category	Description	Example
			<i>this type have found in the result of this study</i>	Student 5: <i>Uh uh um</i> (fillers) I will come with you, High proficient Student 34: I went with my mother to Baghdad to see a doctor there. "Um" "uh" "actually" (fillers strategy) my mother was sick and "you know" (fillers strategy) after that ... Student 41: I have three brothers; two of them are secondary students and the <i>small brother</i> (younger) (approximation strategy) is primary student. Student 22: Uh nice, I have only one brother... Student 31: Our friend is very sick and he has been sent to the hospital. We have to visit him as soon as possible. Student 1: <i>كتر لي توضح ان يمكن هل ؟</i> "Hal Youmkinak An Tuwathih Akther?" Translation: "Could you explain more?" Student 50: I am living with my family in Baladrouse. I have one brother and two sisters. My father death when I was in the primary school "when I was in the primary school" (self-repetition strategy). Student 9: Hello my dear friend, how are you? Student 50: Hello, I am fine Student 9: What do you like me to bring for you? Student 50: Uh "لا اعرف ماذا اقول" (L1 slips and immediate insertion strategy) Translation: "I do not know what to say" Student 3: Hello Student 17: Hello Student 3: Do you want to come with me to the market to buy something? Student 17: "هل بالامكان ان تعيد الكلام الذي قلته الان؟" Translation: "Could you repeat what you said just now?" Student 36: I did not see you for long time. Student 51: yes, uh um I live in... (Message replacement) Student 45: I went with my family to the north of Iraq last holiday. Uh we visited many places there especially uh uh "ماذا تسمى الشلالات؟" "L1 appeal for help strategy) Translation: What do we call the waterfalls? Student 4: I am so sorry for late. Actually I have another meeting with my boss. Student 39: I know um um uh I brought the... (Feigning understanding) Student 26: My father is a doctor and my mother is a teacher. She is working in a secondary school... No in an intermediate school... (Self-correction strategy).
2	approximation	L2-based strategies	This strategy enables the learners to use an alternative lexical term in situation they lack the target words.	
3	asking for clarification in L1	<i>(The researcher did not found the detail explanation of this type to the table of Rabab'ah' (2001) taxonomy, but this type have found in the result of this study)</i>	Using this strategy enables a speaker to use his L1 (Arabic) to ask for clarification since the interlocutor also is native speaker of Arabic.	
4	self-repetition	L2-based strategies	Using this strategy enables a speaker to repeat what he just said to be sure that his message is conveyed correctly to the interlocutor.	
5	L1 slips and immediate insertion	L1-based strategies: Code-switching/language switch	Learners insert a word unintentionally -a slip of the tongue. Learners also insert words to complete the intended meaning.	
6	asking for repetition using L1	<i>(The researcher did not found the detail explanation of this type to the table of Rabab'ah' (2001) taxonomy, but this type have found in the result of this study)</i>	Enables a learner to ask for repetition in his own language when he or she wants to make sure that he or she heard the message correctly.	
7	message replacement	<i>(The researcher did not found the detail explanation of this type to the table of Rabab'ah' (2001) taxonomy, but this type have found in the result of this study)</i>	Enables a learner to replace the message instead of saying the indented one due to insufficient linguistic knowledge.	
8	L1 appeal for help	L1-based strategies: Code-switching/language switch	Allows a speaker to use his own language to ask for help.	
9	feigning understanding	<i>(The researcher did not found the detail explanation of this type to the table of Rabab'ah' (2001) taxonomy, but this type have found in the result of this study)</i>	-	
10	Self-correction/ Restructing (Dörnyei & Scott, 1995a, 1995b).	L2-based strategies:	Using this strategy enables a speaker to correct himself while speaking in English when he feels that there is something wrong with what he tries to say.	
A35 Mursyid, A. M. M., Kafriyawan, W., & Rahmawansyah, (2021)				
1	Fillers	-	Fillers	"JIS (Jakarta International School) is not <u>aaa.ch.eh...</u> . Give the student about moral education." (excerpt 10)
2	code-switching	-	code-switching	"We do not know what type of <u>kejahatan seksual terjadi</u> and we do not know what time of <u>kejahatan seksual terjadi</u> ." (excerpt 5)
3	self-repetition	-	self-repetition	"When we thinking about in governmental school example <u>like...ch...like...ch...</u> fifteen senior high schools that in here we are, Indonesian people, but on..." (excerpt 9)
4	self-repair	-	self-repair	"The kind of subject that is also <u>touching ch...teaching</u> moral value to the students itself that is religion and the second is civic or we say Pendidikan Kewarganegaraan." (excerpt 12)
5	asking for clarification	-	asking for clarification	"Today, I would like to tell you a story. A folktale from the south sea from central Java. <u>Do you know what is it?</u> " (excerpt 10)
6	asking for confirmation	-	asking for confirmation	" <u>hah? Really?</u> "
7	direct appeal for help	-	direct appeal for help	"Student: ...the government must do is...first this...this is about... <u>APA ITU tadi?</u> Friend: sex violence Student: ...sex violence in a child in the playgroup...."

B36
Smith, B. (2003)

No./code/Author	Taxonomies/Category/types	Category	Description	Example
1	Substitution	-	Use of abbreviated forms of a word	(u=you, 2=too/to, ic=I see, y=yes, r.u .=are you)
2	Framing	-	These can mark the closure of old topics and the initiation of new ones.	“Good,” “OK”
3	Fillers	-	Using gambits to fill pauses. These are time-gaining strategies to maintain conversation in time of difficulty.	“Well...,” “Actually...,” etc.
4	Politeness	-	Interlocutors use explicitly polite formulations.	
B37 Khamis, H. (2010)	Smith, (2003b)		Smith, (2003b)	
1	Hypothesis testing: A question or comment to challenge the interlocutor to explain his/her reasoning	-	Hypothesis testing: A question or comment to challenge the interlocutor to explain his/her reasoning	RHL: “All the houses every day??”
2	Repetition of what was previously said to verify self-understanding	-	Repetition of what was previously said to verify self-understanding	SMN: “ok i agree if we get the doctors to check on them and show the parents how those chicken are harm [[harmful]] a [[to be continued ...]] SMN: “agreeeeeeeeeeeeeeee” CRG: “okk” SMN: “ <u>so all of you agreed that doctors should check on them and show them how dangerous are those chicken’s and they should be reomved [[removed]] from the house</u> ”
3	Forward inferencing: A question in which one accepts what was previously said and challenges the interlocutor to justify or explain his/ her reasoning	-	Forward inferencing: A question in which one accepts what was previously said and challenges the interlocutor to justify or explain his/ her reasoning	SMN: “we can gove [[give]] her example if one of her neighbours died because of those chicken” MYR: “ <u>what if they dont agree after we tell them politely that they have to remove the chicken [[chickens?]</u> ”
5	Topic continuation: A question or comment to prompt the interlocutor to continue	-	Topic continuation: A question or comment to prompt the interlocutor to continue	SAY: “ok i agree with u this may let her forget about the chickens” SAY: “ <u>do u all agree ??????????????????????</u> ”
6	A question mark to prompt the interlocutor to continue	-	A question mark to prompt the interlocutor to continue	AMH: “she will call the police” YGS: “why” YGS: “???????” SMK: “ <u>what about you?</u> ”
7	A question or comment to prompt the interlocutor and hand him/her the floor	-	A question or comment to prompt the interlocutor and hand him/her the floor	
8	A question or comment to prompt the interlocutor to justify his/her reasoning	-	A question or comment to prompt the interlocutor to justify his/her reasoning	RHL: “but you are so young to advise her” EHM: “maybe they should start with advertising campaigns” RHL: “how”
9	Off-task discussion:	-	Off-task discussion:	
10	A question or comment to direct the interlocutor toward task completion	-	A question or comment to direct the interlocutor toward task completion	AMH: “be [[because]] it seem she doesn’t agree about leaving her chicken outside and then we are building AAT: “ <u>we have 5 min. we must decide what is our solution?</u> ” MWL: “read it and tell if ok or not” KSG: “ <u>ok that is nice</u> ” SAY: “no it won’t be a joke” SAY: “it is horrible” KSG: “ <u>I see that we kjill [[kill]] this woman</u> ” EHM: “u cant make people who make the same mistake advise another people” EHM: “^ ^ “[happy]” EHM: “ <u>wht [[what]] do u think?</u> ”
11	A question or comment for praise	-	A question or comment for praise	
12	A question or comment for humor	-	A question or comment for humor	
13	Emoticons or symbols for humor	-	Emoticons or symbols for humor	
14	Reprises (Clarification requests)	-	Reprises (Clarification requests)	
15	With evidence of understanding	-	With evidence of understanding	
16	Code-switching:	-	Code-switching:	
17	In off-task discussion for humor	-	In off-task discussion for humor	
	Communication Strategies in Asynchronous Threaded Discussion		Communication Strategies in Asynchronous Threaded Discussion	
18	Forward inferencing:	-	Forward inferencing:	
19	A question in which one accepts what was previously said and challenges the interlocutor to justify or explain his/ her reasoning	-	A question in which one accepts what was previously said and challenges the interlocutor to justify or explain his/ her reasoning	“I agree with you about not recreating the virus, but how exactly does it harm people?”
20	Topic continuation:	-	Topic continuation:	
21	A question or comment to prompt the interlocutor to continue	-	A question or comment to prompt the interlocutor to continue	“I think if this recreation of that virus will enhance our power as that will be a biological weapon i will agree with... agree?”
	Off-task discussion:	-	Off-task discussion:	

Appendix 4. Research Permit

**PEMERINTAH PROVINSI SULAWESI TENGGARA**
BADAN PENELITIAN DAN PENGEMBANGAN
Jl. Mayjend S. Parman No. 03 Kendari 93121
Website : balitbang sulawesitenggara prov.go.id Email: badan litbang sultra01@gmail.com

Kendari, 21 Oktober 2022

K e p a d a
Yth. Rektor IAIN Kendari
Di - KENDARI

Nomor : 070/3639/X/2022
Sifat : -
Lampiran : -
Perihal : IZIN PENELITIAN.

Berdasarkan Surat Dekan FATIK IAIN Kendari Nomor : 4188/In.23/FTIK/TL.00/10/2022 tanggal, 19 Oktober 2022 perihal tersebut diatas, Mahasiswa dibawah ini :

Nama : LUSI DAMAYANTI
NIM : 19010106013
Prog. Studi : Tadris Bahasa Inggris
Pekerjaan : Mahasiswa
Lokasi Penelitian : IAIN Kendari

Bermaksud untuk Melakukan Penelitian/Pengambilan Data di Daerah/Sesuai Lokasi diatas, dalam rangka penyusunan KTI/Skripsi/Tesis/Disertasi, dengan judul :

"EFL STUDENTS' EXPERIENCES IN COMMUNICATION STRATEGIES USE DURING VIRTUAL EXCHANGE PROGRAM".

Yang akan dilaksanakan dari tanggal : 21 Oktober 2022 sampai selesai.

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Senantiasa menjaga keamanan dan ketertiban serta mentaati perundang-undangan yang berlaku.
2. Tidak mengadakan kegiatan lain yang bertentangan dengan rencana semula.
3. Dalam setiap kegiatan dilapangan agar pihak Peneliti senantiasa koordinasi dengan Pemerintah setempat.
4. Wajib menghormati adat Istiadat yang berlaku di daerah setempat.
5. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Gubernur Sulawesi Tenggara Cq. Kepala Badan Penelitian dan Pengembangan Provinsi Sulawesi Tenggara.
6. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

Demikian surat Izin Penelitian diberikan untuk digunakan sebagaimana mestinya.

an. GUBERNUR SULAWESI TENGGARA
KEPALA BADAN PENELITIAN & PENGEMBANGAN
PROV. SULAWESI TENGGARA


Dra. Hj. ISMA, M.Si
Pembina Utama Madya, Gol. IV/d
Nip. 19560306 198603 2 016

T e m b u s a n :

1. Gubernur Sulawesi Tenggara (sebagai laporan) di Kendari;
2. Dekan FATIK IAIN di Kendari;
3. Ketua Prodi. Tadris Bahasa Inggris FATIK IAIN di Kendari;
4. Mahasiswa yang bersangkutan.

Appendix 5. Curriculum Vitae

PERSONAL DATA

1. Name : Lusi Damayanti
2. Place/Date of Birth : Lameuru, 1th February 2001
3. Gender : Female
4. Status : Student
5. Religion : Islam
6. Phone Number : 082268250127
7. Address : Ds. Lameuru, Kec. Ranomeeto Barat,
Kab. Konawe Selatan, Prov. Sulawesi Tenggara.
8. E-mail : lusidamayanti2019@gmail.com



PARENTAL DATA

1. Name of Parents
 - a. Name of Father : Jamal
 - b. Name of Mother : Hasriani
2. Name of brothers : 1. Wijayanto Ghiopatri
2. Ade Julianto

EDUCATIONAL BACKGROUND

1. SD : SDN 02 Ranomeeto Barat
2. SMP : SMPN 08 Konawe Selatan
3. SMA : SMAN 02 Konawe Selatan
4. College : Institut Agama Islam Negeri (IAIN) Kendari

Kendari, 28th March, 2023
The Writer

LUSI DAMAYANTI
NIM. 19010106013