

# The Impact of English Proficiency on The Use of Communication Strategies: An Interaction-Based Study in The EFL Context



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## Introduction

The research introduction discusses the importance of classroom interaction and contextual teaching strategies in language learning, especially in EFL contexts like in Arab countries. The study aims to provide effective teaching alternatives for teachers and to enable students to interact confidently in the classroom. The research will focus on university students at Salahaddin University in Erbil Kurdistan, where students face difficulties in speaking through class interaction in a foreign language context. The problems that the study is trying to solve include how teachers can use strategies to promote contextual interactions in the class, how teachers perceive interactions, and what flexible strategies and techniques can be used in language classrooms.

## Discussion

This research aimed to explore how teachers can promote contextual interactions in language classes, investigate how teachers receive interactions and how they believe their students may benefit from these strategies, and identify flexible strategies and techniques that can be used in different contexts in the language classroom. The study found that using a combination of effective communication strategies and scaffolding techniques is important for supporting learners with different learning styles and abilities. Teachers who prioritize communication and encourage student participation can foster curiosity and improve overall English proficiency, while teachers who rely solely on speaking may hinder the learning process of students with different learning styles. The study provides important insights into improving language teaching and learning in diverse contexts.

## Conclusion

The study emphasizes the importance of teachers using contextual interaction strategies, and developing effective communication skills to improve overall English proficiency. The research suggests that a lack of proficiency and communication skills from teachers can limit students' ability to develop their English language skills, leading to reduced participation and fear of speech. The study provides valuable insights into flexible strategies and techniques that can be used in different contexts in the language classroom, with a focus on scaffolding and effective communication strategies to support learners with different learning styles and abilities. The research is significant for teachers, students, and researchers in the field of English language teaching and learning, particularly in EFL contexts, and can contribute to the improvement of the quality of English language education.

## Methodology

This research aims to investigate the impact of English proficiency on communication strategies among university students in an EFL context, using scaffolding strategies and sociocultural theory to support effective communication. The study will employ a quantitative research design with an interaction-based approach, using questionnaires to collect data from a sample of 46 English students at the university level. The results will provide valuable information for English language teachers to enhance students' communicative competence in the classroom.

## References

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